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School Activities

The Extra Curricular Magazine

for—

School Executives

Club Advisors

Class Sponsors

Coaches

Student Leaders

PUBLISHED BY THE
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1212 West 13th Street
TOPEKA, KANSAS

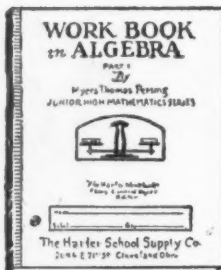
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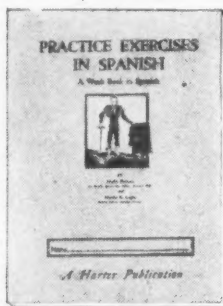
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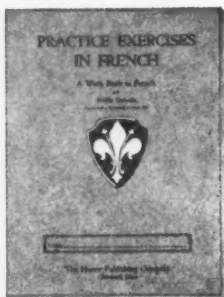
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SCHOOL ACTIVITIES

The Extra Curricular Magazine

PUBLISHED MONTHLY
DURING THE SCHOOL TERM BY

SCHOOL ACTIVITIES PUBLISHING CO.

1212 West 13th St., Topeka, Kansas

C. R. VAN NICE, EDITOR

R. G. GROSS, BUSINESS MANAGER

Single Copy, 20 cents

\$1.50 per Year

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Comedy Cues

For the READER who enjoys a laugh and who reads jokes for his own amusement.
For the ENTERTAINER who needs jokes and other humorous material out of which to produce comedy acts.

For the SPEAKER who in conversation or public address would liven up his remarks with humorous illustrations.

A POPULAR AUTHOR.

Hokey—"Funny, you say you write for magazines, yet I have never seen your name mentioned."

Pokey—"Oh, I always sign 'em 'Anonymous'."

Hokey—"Well, well, and to think that I have been reading many fine articles under that name and never know who wrote them! Congratulations!—*Pathfinder*."

QUITE LIKELY HE MEANT IT!

A pencilled note below the usual rejection slip informed, "We shall always be glad to have you send us greetings, and assure you we shall return them promptly."

SO IT GOES.

"Too bad, too bad!" commented the professor.

"What's the matter, dear?" asked his wife.

"The pupil to whom I gave two courses in memory instruction has forgotten to pay me. And, try as I will, I can't remember his name."—*Christian Science Monitor*.

While standing in a street car, little Henry kept sniffing and rubbing his nose. A lady near him said, "Haven't you got a handkerchief, sonny?"

"Yessum, but I don't lend it to strangers," he said.

Mr. Joyce: "Why didn't you stop beating him when he cried 'enough'?"

John: "Why, you see, Mr. Joyce, that guy is such a liar, you can never believe him."

The student leaned across the desk at the library and asked for "Oranges and Peaches". The librarian could find no such book. The student insisted; the librarian searched. At last they gave it up and the student went to verify the reference assignment. Later he came back and with an attempt at nonchalance asked for "The Origin of Species".

PUTTING ON THE DOG.

"Look at Mrs. Swelle in her furs. Isn't she putting on the dog?"

"Dog, nothing! Don't you know cat's fur when you see it?"

SOME ALREADY DISCIPLINED.

The minister had been called out of town suddenly and was not able to meet his congregation that Sunday morning. However, he tore from his notebook the leaves that bore his announcements. These he left with Deacon Jones, with the request that the announcements be read to the congregation in his absence.

The announcements had been written hastily and it was with so much difficulty that Deacon Jones deciphered them that he did not notice that the slips had been disarranged and that announcements relative to baptismal services and purchase of song books were confused.

This is what he read: "The regular baptismal services will be held next Sunday morning. Parents with children to be baptised will present them at that time. Those who have not been supplied are asked to call for theirs at the parsonage. The price of the common ones is thirty-five cents, of those with the red backs fifty cents."

Goofus—"What made Billy Bozo's hair look so strange at the dance last night? Didn't he use that new hair stickum that his wife gave him?"

Bloofus—"He intended to—but in his hurry he got hold of a bottle of Dennison's glue by mistake."

THE LAST OF AUGUST.

"Billy had a dog named August. August was always swinging onto the circumstance (tail) of some farm animal. One day he grabbed hold of the circumstance of the large Missouri mule that was grazing in the barn-lot. The next day was September first."—*The Gleaner*.

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As the Editor Sees It—

The age of specialization of which we boasted a few years ago has given way to the present age of readjustment. We can now see the risk of specialization in this world of transitory demands and fleeting fancies. What the present calls for in education is a sound philosophy of life, a broad field of experience, and above all a capacity for adjustment.

Comparatively few people achieve what is generally called success. We know a lot of people who seem to have no designs on success.

But isn't school like that? Failure in life means failure of the agency which undertakes to prepare for life. Our schools are largely made up of boys and girls bent on life failure. Schools examine them, motivate them, encourage them, entertain them and pass them.

Yet in every school there are those who stand out. In them we see the making of success. They see a glimmering of it themselves. Why not a success club or self improvement club? With athletic interests organized, dramatic interests organized—all prominent interests organized—why not a life purpose club to concentrate the efforts of those students who are headed toward success and who do not need to be propelled as well as directed?

"The coaches are devising methods of financing their athletic programs, realizing that if they do not assume this responsibility the program will be discontinued. Those who have courage and ingenuity enough to keep things going will live to rejoice." This is an extract from an editorial of John L. Griffith in the May

number of *The Athletic Journal*. Idealistic minds may regret this view, but Mr. Griffith pays a powerful tribute to the sound judgment of athletic directors. In times like these, school people with ability to deal with *things as they are* will have more than ordinary advantage over those who think in terms of *things as perhaps they should be*.

This year schools will not escape the urge to retrace steps. Movements to withdraw support and to allow memberships to lapse

will arise on all sides. School people with weak wills or shallow purposes will assert themselves by unnecessarily discontinuing debate, eliminating music, postponing a guidance program, joining a clandestine athletic association and otherwise abandoning the ship. But educational progress will go on without them. They will lighten the load. Real educators will stay on the inside of group enterprises where they can aid in solving the problems of adjustment.

Extra curricular activities make school boosters. Think of the man or woman who always talks, works, votes, and willingly pays for better schools. Is he the father

of the boy who can solve the difficult Pythagorean theorem? Is she the mother of the girl who can best recite Latin conjugations? No, not often. They are the parents of the president of the student council, of the student with the lead in the all-school play, and of the star football player.

The most pathetic figure at a football game is not the cripple who has never worn a football suit, but rather the ex-star whose ability to win did not carry over into his life after graduation.

NEXT MONTH

And in Subsequent Issues

Some Things I Do Believe In Extra Curricular Activities, by Harry C. McKown.

The Band Builds Team Work, by James C. Harper.

Mass Games for Boys, by T. C. McMillen.

Shall We Have Censors—Or Sponsors? by Donald B. Brooks.

The Parade of the Grades, by Bernice Huff.

Nature Takes Care of a Lot of Things—a one-act play, by Nantayne Perry and Nell K. Brown.

Making Dreams Come True, by Aline Ballard.

Balancing the Year's Dramatic Diet, by Mabel Winnetta Reid.

Other Non-royalty Plays, Stunts, Monologs, Games, Money-making Plans and Feature Articles in the Field of Extra Curricular Activities.

SOME THINGS I DO NOT BELIEVE IN EXTRA CURRICULAR ACTIVITIES.

HARRY C. MCKOWN

University of Pittsburgh

The extent of the current interest in the field of the so-called extra curricular activities is evidenced by such facts as the number of books that have appeared (eight years ago not one, now more than forty), the development of magazines in specialized phases of the field as well as one magazine devoted entirely to them, the space devoted to them in other professional literature, the place given to them on professional programs, the inclusion of activity periods in school schedules and the appointment of activity directors to school faculties, the development of national associations of the various activities, and the amount of money spent on them.

The rapid growth of these activities in the schools proves their popularity with administrators, teachers, and students. Naturally, some of this growth has been of the mushroom type, big and spectacular but probably not particularly long-lived. Undoubtedly much of it represents real and worth-while educational progress. Our job is to discourage the mushroom growth and encourage the solid and substantial.

Nearly all of the literature has been descriptive of materials or procedures and little of it has been of the evaluative type. It is high time that those of us who are enthusiastic about the educational opportunities of this field begin to attempt to measure and evaluate its activities, their materials and practices. This is admittedly difficult, for the good reason that these deal not with the easily seen tangibles, such as, for instance, the ability to spell or work problems in arithmetic, but rather with the intangibles, such as qualities of leadership, followership, initiative, responsibility and other personal traits of character and citizenship that are difficult of definition and measurement.

One step in the direction of this desirable measurement is a statement of personal opinion by those who are in close touch with the activities—directors, sponsors, and enthusiasts—and while this may not be expert in the absolute sense, it is certainly more logical and more nearly expert than that which comes from those who know little about them and care less. Of course it may be biased opinion somewhat, but the more intelligently critical it is the less prejudiced it will be. Those of

us who believe in these activities should be the first to criticize them, for certainly it is not complimentary to us to have their weaknesses pointed out by the "outsiders" suggested above. Personally, I should like to be in the very front rank of this group of critics.

With this idea of an intelligent love and a critical evaluation in mind I have organized two articles, one setting forth some of the things I do not believe in extra curricular activities, and one setting forth some things I do believe in extra curricular activities. Of course, some of my beliefs and disbeliefs are stronger than others, and I have still others I have not even included.

Not all individuals will agree with me on these opinions (for they are opinions) but that will neither displease nor discourage me. I am far more interested in helping to discover *what is truth* as it concerns this field than I am in helping to establish *who is right*.

Further, I feel that if my ideas and conceptions concerning the various activities change as much during the next five years as they have during the past five, I am at least on the way towards an intelligent appreciation of them.

To avoid needless repetition I shall merely indicate each general disbelief without repeating "I do not believe". This will, of course, be understood as a part of each general heading.

I DO NOT BELIEVE—

1. *In justifying extra curricular activities on the basis of their values in motivating "regular" or "curricular" work.* Requiring that the student be "eligible" before he is allowed to participate in interscholastic athletics, hold an important school office, or publicly represent his school, is logical and justifiable, not on the basis of the motivation it creates in him to "keep up with his studies" but on the educational values to be obtained and on the school's ideal of developing "all-roundness".

Motivating the academic work in Latin, say, by means of the work done in a Latin Club shows a woeful lack of appreciation of educational values and also of the possibilities of adaptation of teaching materials and methods. Such a club is the best example of the socialized recitation, in both materials and method, that there is, and consequently its benefits should be available in regular classes to *all* students.

Staying in school and doing school work successfully because of the attractiveness of its activity program, that is, because of an extrinsic rather than of an intrinsic interest, is better than not staying in school or doing that work at all, but at the same time it is not a true, worthy, or good motive; nor is it complimentary to the curricular activities, or the teaching of them, to say the least. It smacks entirely too much of the "now eat your spinach and you can have some candy" argument frequently used with very small children.

Let's justify extra curricular activities on their own values—in, of, and by themselves—rather than on their estimated or even proved influences on activities so little related to them.

2. *In giving so much of our time and attention relatively, to "training leaders".* Here is another justification that has, I believe, been over-emphasized, perhaps not absolutely, but at least comparatively, for we have had little to say about the equally important phase of training intelligent followers. We have appeared to assume that if we trained leaders the followers would somehow blindly or otherwise, follow these leaders and all would be well. Both leaders and followers are necessary but we have neglected the training of the latter group.

Emphasizing the wise selection of leaders, the discriminating following of these leaders, the changing of allegiance as frequently as intelligent followership demands—these should not only result in better leadership but also in a higher type of followership that would react favorably to logical considerations only and not to emotional prejudices, biases, ballyhoo, or noise.

3. *That the idea and ideals of the home room are clear to most students, teachers, school administrators, and patrons.* Home room activities are not popular with either the average pupil or the average teacher. This is due to the fact that the main purposes and values have not yet been realized or their importance appreciated. Naturally, this may be expected in any field as new as that of homeroomology.

This lack of appreciation of the vast possibilities of the home room may be shown by three very common practices: first, by the confusion of home room with "report room" (a period in which attendance is taken, announcements read, and similar routine matters handled); second, by the fact that in nearly all schools pupils are excused from their home rooms for practices, attendance at council and committee meetings of various kinds, and for other purposes; and third, by the fact that pupils are allowed to use part or all of these "home room" periods for study purposes—a life preserver, or parachute, in case the program does not materialize or completely fill the period (as it is encouraged *not to do* when such devices are handy).

In order to develop and dignify this period and keep it sacred to the high ideals of the home room idea I should

(a) Largely exclude announcements and similar routine from the home room program.

(b) As a general rule excuse *no* pupil from the room during this period.

(c) *Never* allow *any* part of it to be used as a study period.

4. *In student courts and student street traffic patrols.* Theoretically, the student court is in harmony with the development of

proper social pressure—real discipline—but practically, as it appears to work out, much time and energy are wasted in developing a complicated scheme of "justice" and making it work. I know that it does work in some instances but I know, too, that in a great many more it represents a waste of effort. Surely there are plenty of opportunities about the school for the council to make more positive contributions.

Although I believe in inside, and playground, and similar student policing, I have no patience whatever with student street traffic patrols. In the first place, street police are illegal because no minor, under the law, can be delegated authority by community police, school administrators, or anyone else. A second objection is that there is no logical reason for this activity.

What Harry C. McKown believes about extra curricular activities is immensely significant. As professor of secondary education in the University of Pittsburgh and as author of a number of the best known and most widely used books in the field of extra curricular activities, he has gained recognition as one of America's outstanding educational leaders. School Activities is particularly happy to be able to carry his newest message to its readers. Next month Professor McKown will tell "Some Things I Do Believe in Extra Curricular Activities".

A third objection is that such policing is dangerous for all concerned—the police (despite their safeguards of flags on poles, white belts, and other contrivances) and those the “police” are supposed to protect.

The main reason for the existence of such police is, of course, not educational but financial—the community cannot afford sufficient adult protection. It certainly is a sad commentary on a community that it can provide schools for its children but cannot provide competent and adequate protection for those children on their way to and from these schools. As a matter of fact, probably not many more police would be required. The installation of traffic lights followed by an educational program for the students (with adequate safeguards) should provide legal, logical, and responsible protection for the students.

5. *In justifying school publications on their values in motivating written expression.* One of the chief reasons why our school publications are so atrocious is that teachers of English, many of whom do not appear to know the great difference between English composition and journalism, sponsor them. All too frequently these teachers are more interested in “motivating expression” than they are in giving something of interest and value to the school as a whole, and the result is an array of amateurish and puerile “literature” stories, poems, editorials and what-nots—that represent a waste of paper and ink, as far as the average reader of the publication is concerned.

Probably such practice does have some little value to the practicers, but the main benefits of a publication must always be to the students who buy and read it and only incidentally to those very, very few who issue it.

Naturally, there is much to be said for making the newspaper the laboratory of the class in journalism, but even here the main emphasis must be upon the benefits to the reader and not the expresser.

A similar attitude should be taken towards the business side of publications. Students who participate in financing the publication, or who run the press which prints it, doubtless do receive some benefits but those are incidental only. The main purpose must be education of readers and not education of “putters-out”.

I do not believe that the usual monthly magazine, in smaller schools particularly,

and in larger schools, too, if it prevents the issuance of a newspaper, can be justified on any grounds.

Nor do I believe that the total value of the yearbook is worth the excessive price, in money and grief, that is commonly paid for it.

6. *In our school shows, particularly plays, pageants, and operettas.* I am exceedingly pessimistic about our array of “shows”.

Our plays, for instance, are justified principally on the basis of their values in “teaching expression” and “raising standards of dramatic appreciation”. This first argument largely disappears when two or three basic and logical questions are asked. Specifically, just how does participating in a play teach expression? Do those who need expression get it? Do those who get it need it? Is the improvement in expression which an actor receives worth the time and energy he puts into it? Or might this time and energy be better expended?

“Raising standards” of dramatic or literary appreciation is equally stupid. Consider for a moment what a revolution the presentation of a play (comedy or farce, of course, and usually of low quality) by a half dozen rank amateurs, making their first public appearance, must have on a school’s or community’s standards! A most enlightening question is this—Would a community attend and enjoy such a production if it were staged by a group of unknown outsiders?

The arguments against the pageant and operetta are similar. The operetta does not contain worth-while music, its educational or expressional opportunities are extremely limited (consider again the training in expression a “soldier” or “sailor” or “pirate” receives in such a production), and logic also disposes of the argument concerning the making of the costumes, scenery, equipment, etc.

These events are attractive to a community for two main reasons, first and most important, they are put on by “our children”, and second, they are large spectacular productions.

Why not admit that our plays, operettas, and pageants are spectacular events staged for the purpose of raising funds and stop talking loosely about the other values which wilt under cold logic? One good program by the orchestra or band, or a program composed of numbers by the various music organizations of the school is worth more than a hundred operettas.

The most important step in the direction of worth-while dramatics is teaching expression to all, especially to those who need it most. A second step is the selection of the few pupils best fitted to stage the public show; a third, is the choosing of a really valuable vehicle; and the fourth is the abolishing of admission fees so that educating and not money raising becomes the main end of the activity. At present these events represent a very cheap type of entertainment promoted for financial reasons.

7. *That the average school program of "thrift" is a program of thrift at all.*

Nearly all schools emphasize saving money but probably not one school in a hundred makes any real attempt to teach thrift. Sandbagging savings out of pupils by means of "100 per cent" competitions and other devices does not represent a complete program in thrift education. Such a program includes not only education in the ideals and practices of *saving* (money, time, materials, equipment, health, emotions, etc.) but also of *investing, spending and giving*. These last three phases have received but little attention.

8. *In financing extra curricular activities by means of cheap and undignified methods.* One of the big reasons why extra curricular activities are still extra curricular is to be found in the cheap methods by means of which they are financed. Tag days, sales of soup, candy, peanuts, scrap iron, rags, fish, and rummage, and similar devices are too illogical to be countenanced by any self-respecting school.

The funds realized from admission fees in dramatics, music, and athletics in particular are commonly used to finance these and other activities. As a result the main emphasis is upon a "show" pleasing to the patrons and not upon the education of the performers and the audience, even though the sponsors of these activities do talk loosely about such alleged values. An athletic season costs money and a successful team is necessary to draw patrons; consequently winning games takes precedence over winning boys. It was suggested in a previous paragraph that the usual "show" programs represent cheap and tawdry entertainment of little or no educative value to anyone concerned.

Further, admission fees are probably illegal. Some good friend of extra curricular activities could do this field a service of untold value if he would bring a suit and settle the question in court. If these

fees are illegal they should be eliminated and our emphasis could then be taken off the box office receipts and placed on the educational opportunities. (The height of the illegal, the illogical, and the asinine is charging an admission fee to the graduation program.)

The day is not far off when activities will not be financed by an array of undignified and unbusinesslike methods but by the opposite. The first step in this direction is the activity ticket, but even this will eventually give way to free admission and the board of education will pay the entire bill, as it should. More will be said about this later.

A few more brief statements will indicate some additional disbeliefs.

I DO NOT BELIEVE—

That the average graduation program, with its stilted, formal, and amateurish oratory by inexperienced and immature striplings on topics of national and international importance, represents what the most important educational event in the community during the whole year should represent.

That it is possible for a secondary school to have a "baccalaureate sermon"—a sermon that concerns "bachelors of arts".

That either the valedictorian or the salutatorian represents the ideal a school should attempt to achieve. It is possible for instance, for them to be offensive personally, dumb socially, devoid spiritually, wrecks physically, misfits vocationally and grafters politically.

That the main job of the school is to make good scholars. A community is composed of citizens, not scholars, and the good scholar is not necessarily the good citizen any more than the good citizen is necessarily the good scholar.

That a "chapel" service can ever have vital spiritual benefits for those boys and girls whose beliefs do not allow them to accept, as religious literature, those parts of the Bible read, or to accept the religious leadership provided in this service.

That requiring students to participate in the extra-curricular program is beneficial to either the students or the program.

That measurement is impossible in the field of extra curricular activities. Measurement of complicated personal traits is admittedly difficult and offers many challenging problems of evaluation that we do not find in simpler educative processes, but if "everything that exists exists in quantity and can be measured when we

develop the appropriate measuring stick", then the relative worth of the various materials, methods, and procedures in extra curricular activities can and must be measured, not only in the interest of a better program but also in the interest of a continued support by both those who do and those who do not believe in them.

In conclusion, let me emphasize that in any field as new as this one our conceptions must be considered not static but evolutionary. The fact that continual changes are being made in our program proves that many school teachers and administrators are recognizing that adaptations are continuously necessary as we gain experience in this new field. To those fine leaders who are not afraid to experiment, change, adapt, and discontinue, goes the honor and credit of making a program that will all the more effectively and efficiently educate those who participate in it.

AN INSPIRATION PROGRAM.

By F. A. BOGGESS

Principal of University Hill School, Boulder, Colorado.

At all times one of the educator's biggest problems is to arouse, stimulate, and maintain worthy ambitions in the minds of students. Every leader is trying to do this, not only in the classroom but in the assembly and in clubs as well. But even at best the results attending our efforts seem discouraging. Ministers, lawyers, doctors, bankers, and all kinds of successful people come and talk helpfully; prominent musicians present splendid programs; pupils produce dramatic entertainments which are inspirational and point lessons which should arouse worthy ambition. Yet, when it is all over we are likely to feel a bit of disappointment over the slight effect which is apparent to the naked eye. I do not want this to sound too pessimistic for I have great faith in the cumulative effect of teaching by precept and example and believe the assembly is an almost wholly undeveloped gold mine of opportunity for that purpose. But I would like to make as emphatic as possible the need of giving every thought and attention to making assembly programs worthwhile. Perhaps one suggestion may be of value to educators, especially those engaged in junior high school work.

Ever since our junior high school was established we have been using the following plan. Each spring, near the close of

the school year, we invite all members of the graduating class of the senior high school who are graduates of our junior high school and who have been elected to membership in the National Honor Society, to return to the school and give an assembly program. We call it "An Inspiration Program". Its object is to inspire all pupils to make the most of their educational opportunities. This is brought about by what the visitors say and by the exhibition of a splendid group of young people who have made successes in their work.

This year there were fifteen boys and girls in the group. After being welcomed by the principal and the head boy and girl of our school, they gave the following program which is indicative of what is given each year.

1. Response to Welcome, by the president and vice-president of the National Honor Society.
2. Piano Solo.
3. The Importance of Good Educational Foundations.
4. Interpretative Dance.
5. What Junior High Preparation Meant to Me—
 - (a) In the assembly.
 - (b) In the classroom.
 - (c) In ideals and traditions.
6. Original Poem, "My Junior High Days".
7. Advice to Ninth Graders. Gleaned from My Senior High School Experience.
8. The National Honor Society: How Membership is Secured.
9. Violin Duet.
10. Happy Days at Junior High and Why.
11. The Values Which are Permanent.

The event always arouses intense interest on the part of the student body and the returning students are very proud of the honor. In fact this tradition appears to be one of the very strong incentives to so work in the senior high school that membership in the honor society will be won. It is always interesting to watch the reaction of the ninth grade students when a statement something like this is made:

"Almost exactly three years ago today the young people who now sit on this platform were sitting with the ninth grade class listening to an Inspiration Program. Today they come back to us as honor guests who have made splendid records in their senior high school work. Three years from

now several of you will be sitting here occupying the seats they now occupy and ready to give words of advice and inspiration to the pupils of this school. I wonder which of you will be in the group!"

It is also tremendously interesting to note the careful preparation made by the performers as they come back to their school after three years of absence. Scrupulously dressed and on their best behavior they deliver their carefully prepared talks with dignity and every evidence that they wish to appear at their best. It is serious business with them and their straightforward language makes a deep impression and often arouses an interest and ambition in their hearers which has not been apparent before. The visiting students are photographed for the school history book, good publicity is given the program by the local press, and the senior high authorities take much interest in the event and co-operate in every way to make it a success. In fact, they give the performers a quarter holiday after the program so they may visit the junior high classes which they used to attend. The students all take advantage of this opportunity with eagerness.

This plan with necessary modifications could be used by almost any junior high school. If the senior high school does not have a National Honor Society then a scholarship group could be chosen which would answer about the same purpose. The advantages are too evident to require elaboration but the plan itself might possibly be elaborated to advantage. If I were principal of a senior high school I think I would have an annual inspiration program and draw my speakers from university students, teachers, or business men who had graduated from the school.

It is hard to fathom the mind of a child or a youth but experience and close observation seem to indicate that the matter of success or failure does not occupy any very large place in the thinking of most boys and girls of today. Educational advantages are now thrust upon them without any effort on their part and they reach out a hand for them or press a button and accept what comes without much thought of its importance. There was a time when Lincoln walked miles to borrow a book that he might be better prepared for life's duties but now there are multiplied thousands of young people who think it too much exertion to walk across a hall or

climb a flight of stairs for such a purpose. This is not intended to be too wholesale a criticism and include the large number of thoughtful young people who are greatly interested in the problem of making a success of their lives and are willing to do the things which are necessary to bring that about but life has been made too easy for the majority of our young people. It does refer therefore to the very many who are drifting through school without fixed objectives or ambitions. Such need to be inspired to become interested in their own present and future success.

Educational leaders, try the plan of an annual inspiration program in your high schools.

Your English Club...

needs a project for the year. Why not bind the school magazines for permanent use, and rebind the battered library books?

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ANNA MANLEY GALT
EMPORIA, KANSAS

SCHOOL ASSEMBLIES.

By EDWIN MILTON BELLES

Assistant Professor Education, University of Kansas.

Success in any program of school activities is definitely related to the controlling purpose back of that program and is closely bound up with sound and effective planning and with clearly defined means of regulation. The school assembly is no exception. Does it exist in the minds of the administration and faculty as an annoyance, an additional task, a routine, or does it assume its rightful place as an important educational agency serving a twofold function?

The properly conceived, planned and controlled school assembly furnishes a situation wherein pupils may live purposefully, actively, happily and progressively. This means that there must be a maximum amount of opportunity for student initiative—planning, evaluating, selecting, rejecting, organizing; for student activity—actually doing, talking, singing, acting, making announcements, controlling the situation; for happiness such as comes through self-expression, wholesome adjustment and readjustment and merited praise. The school assembly furnishes a situation in which the student may live progressively if today's activity opens new doors, brings increased responsibility, furthers friendships, gives that added power which comes with the use of newly gained knowledge.

In its second function the school assembly serves as a powerful administrative device through which the various activities of the school may be co-ordinated, harmonized, vitalized and through which may be developed a unity of purpose between the administrative—teaching staff and the student body.

It is not the purpose of this article to declare the school assembly to be a student activity any more than it would be to declare it to be an administrative device. The school assembly is an all-school activity, democratic in nature and unifying in spirit. It furnishes an opportunity for all—administrator, faculty and pupils to work together for the common good.

It is universally conceded that education means growth. Thus it may be said that the school should be so planned as to further the development of the pupil in such manner that he may the more intelligently assume his responsibilities as a thinking, co-operative, active and pur-

poseful citizen—a member of the social organization of which he is a part.

In order to carry out this point of view there must be growth and opportunity for growth according to individual pupil needs. Perhaps Tom is shy and backward, needing opportunity for training in expression with approval. Tom could not appear before the school to deliver a three-minute speech but he would have a wonderful time playing a part if he might step out from his own personality into that of a heavily costumed character in a one-act play. Perhaps later Tom might be able to do a minor part without character costuming. As opportunity for growth is provided, Tom is able through satisfactory performance to assume more and more his rightful place as a social being freed from hampering inhibitions.

In order that growth may take place and therefore the activity be truly educative, the environment must be fertile in opportunities. The activities of organizing and planning school assembly programs are unfortunately many times maintained as a faculty activity thus sterilizing the environment as far as student growth is concerned. Each teacher must be convinced not only of the values to be derived through the school assembly but must be convinced that adolescent boys and girls are capable of initiating and carrying through assembly projects which are vital and purposeful, and from their background of experience, artistic and meaningful. To be sure there should be faculty direction—that type of direction which is not domination. Success in student management is attained when faculty supervision is reduced to a minimum and student management increased to a maximum.

The organization set-up for student participation in the management of school assemblies is important. In the very small school this work may be undertaken by the student council if that body is truly representative and is not burdened with other activities. In the larger school a special assembly committee is needed. This committee should be representative. To this committee the principal should appoint one and only one teacher to act as advisor. The selection of this advisor is of extreme importance. He must first of all be the representative of the administrator and the faculty. The administrator must have full confidence in his representative's ability, tact and judgment and then give him

a free hand. The following traits are essential:

1. Capacity for being human.
2. Sincerity.
3. Friendliness and sympathy, yet an ability to maintain a position of firmness.
4. Sense of humor.
5. Enthusiasm.
6. Energy.
7. Possession of that all too rare ability to throw out hints of such nature as to cause ideas to grow.
8. Orderliness that does not become mechanical.

If the school assembly is to serve the school as a vital integrating factor, its programs must grow out of the work and interests of that particular school as a whole. It must further administrative policies, develop wholesome school spirit, tie up community projects, expand curriculum interests and co-ordinate other extra curricular activities. This is a huge order and places immense responsibility upon the students. That is as it should be. If society expects boys and girls to develop into men and women capable of assuming responsibilities and carrying on the work of the world; boys and girls must be considered as candidates worthy of such trust and honor.

Many educators advocate that the programs for school assemblies should be planned in advance for an entire year around a central theme. If the school can find a student "cause" and can establish that "cause" as the driving power in the life of the school, such a "cause" may well become the central theme upon which to build the programs for school assemblies. However forceful this "cause" may become, inasmuch as the school assembly represents the life of the school, the program organization must allow for that spontaneous enthusiasm and variety of interest so characteristic of the adolescent years. Inspirational programs, pep assemblies, singing school songs, giving school yells, minstrel acts, nonsense assemblies of "just good fun" are activities as necessary as those which further the most vital "cause".

The work of the assembly committee is not easy. This committee ably assisted by the faculty advisor keeps its finger on the pulse of the school. It must anticipate needs, crystalize the loose thinking of the school into an organized "cause". It must know when to agitate a "cause" and when

to "let alone". It must secure student and teacher co-operation and know how to delegate work. As a matter of fact the assembly committee itself should be responsible for actual performance only, in the case of a "pinch hitting" program. In the main, all programs should be delegated to the various departments, classes, home rooms and organizations within the school, not overlooking the faculty, the Parent-Teacher Association and the various luncheon clubs of the community. In some schools the assembly committee has been able to secure enthusiastic co-operation of all concerned by submitting open dates with suggested topics for booking purposes. It is taken as a matter of course that the assembly committee should know the nature of each program to be presented and should stand ready with suggestions as to types of programs desired and sources from which to draw ideas and plans. In this connection the following books may prove to be of value:

Blackburn, Laura, "Our High School Clubs", MacMillan Company, 1928.

Cohen, Helen Louise, "Junior Play Book", Harcourt Brace, 1923.

Degenhardt, F. V., "Shows and Stunts", Universal Press Co., 1925.

Galvin, E. H. and Walker, M. E., "Assemblies for Junior and Senior High Schools", Professional and Technical Press, 1929.

McKown, H. E., "Assembly and Auditorium Activities", MacMillan Company, 1931.

Rohrbough, K. F., "Successful Stunts", Doubleday Doran, 1929.

Smith, Milton, "The Book of Play Production for Little Theatres, Schools and Colleges", D. Appleton & Co., 1926.

Wagner, M. Channing, "Assembly Programs", The Extra Curricular Library, A. S. Barnes & Co., 1930.

Inasmuch as September is a busy month with the attention of all focused upon organization, the following four types of programs may be suggestive for this month:

I. WHAT IS YOUR MEASURE?

WHAT ——— SCHOOL EXPECTS OF ITS 1932-33 LEADERS!

The above title is self explanatory. It is essential that ideals of leadership and responsibility be sold to the students by students before school and class officers are selected. A very careful campaign, not a campaign after the fashion of party politics, but a campaign of ideals and standards should be instituted in each home room or

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class organization. When this campaign is at its height the assembly committee, through the co-operation of the art department, should be able to place before the school a number of cleverly worked out posters stressing the value of leadership and the importance of followership in the selection of student officers.

The program when presented should be in charge of the Chairman of the Assembly Committee or the President of the Student Body for 1931-32. The following program is suggested:

Devotionals

Singing School Songs

Ideals in ———— School....The School Principal
The Unfinished Work....President Student Body
What We as Students Expect from

Our Leaders.....A Student
Ability and Responsibility.....A Student
Loyalty to the Work of the School....A Student
Friendliness and Intelligence.....A Student

II. LAUNCHING THE SCHOOL PAPER.

An excellent program, staging the newspaper staff at work with clever dialogue, magnifying the many troubles of the staff, particularly those of the circulation department, the whole brought to a happy ending by a vigorous subscription response from the assemblage, is presented in M. Channing Wagner's volume, "Assembly Programs".

III. KINDS AND VARIETIES OF SCHOOL ASSEMBLIES.

This program can very well be a variety number through the co-operation of several departments, as music, dramatics, art, English, history, physical education. Each may present a short skit, the program closing with a grand finale. A clever prologue and interlude should be handled by the student in charge. The whole idea being that each of the numbers presented is representative of the sort of thing the assembly committee can produce through the year. The students should be asked to think over the sort of programs they would like and the topics they wish presented during the year. The day following the program the different members of the assembly committee should visit the home rooms and present the problems of the committee in its task of formulating programs, secure some expression from different members of the home rooms, leave assembly programs as a topic for further discussion, asking the chairman in each home room to hand program suggestions to the representative of the assembly committee.

IV. WHAT IS OUR CAUSE?

This is an important topic and requires much in the way of preliminary work in conferences with the administrator and faculty and thorough home room discussions. In this article it is impossible to outline a type program as the effectiveness of organization and presentation depends entirely upon the ability of the assembly committee to capitalize the special needs of the local school situation. In one school it may be a question of beautifying the building and grounds, building a wholesome school spirit, establishing student participation in control of student affairs, teaching honesty, or developing school integrity. In another school it may be a question of traffic on the streets or in the halls, cafeteria regulations, financing a student activity, purchasing a piano, organizing a school paper, improving orderliness, establishing a student code of standards, or building a school creed.

The program itself should include both the student body and the faculty and it should be conducted on a very high plane, the whole being inspirational. A program of this sort is of very little value, however, unless a careful "follow-up" is planned calling for freedom of expression on the part of each student through the home room organization.

Suggested assembly programs for October will be given by Edwin Milton Belles next month.

George Washington's Life

A New Idea in Playlets

Eight Parts — Sixty Minutes

Easy to Present—Pleasing to Your Audience

New Monologue Included

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ORGANIZING THE STUDENT STAFF.

By DONALD B. BROOKS

A. Editorial Staff.

A major problem of school publications is the selection of editorial staffs. The difficulties arising from a poor selection can hardly be conjectured, they can only be experienced. They are never twice alike. To point out briefly a few of the more common difficulties is the purpose of this article.

(1) Friction among organizations through having a partisan editor playing up his own major interests, rather than giving an impartial representation to all the interests of the school.

(2) Low moral and character ideals, eventuating in rigid censorship and in extreme cases, expulsion of the editor; with a dissatisfied student body taking the part of the editor. There have been many instances of student body strikes from this cause, with the eventual dismissal of faculty members as an outcome.

(3) Lack of merit, interest, and gross inefficiency on the part of elected staffs, tearing down the quality of the school publications.

(4) Financial mismanagement which has resulted in looting the student body treasury. Sometimes large deficits exist, which have to be met by the school boards, reacting to the discredit of the principal, sponsors, and others connected with the disastrous adventure.

The cure is simple. A staff based on merit and training, with but little open election by the student body. In other words, a promotional scheme whereby those who have proved their interest and ability as contributors and reporters, are eligible to positions on the staff. After serving his apprenticeship, the editor-in-chief is elected, either by the journalism class or the student body at large. He must have certain prerequisites for eligibility, which must include among other things, a minimum of experience in a subordinate capacity on the staff. What must be avoided at all cost is an open election of an editor based on popularity rather than merit. This is the conclusion of all who have had experience with school publications. (1), (2), (3), (4).

The writer, in teaching journalism as well as printing, has worked out the following system with very good results. At the beginning of the course, all the members of the class serve as reporters, the

teacher acting as editorial staff, and giving out all assignments. As soon as some of the students have differentiated themselves from the remainder by their interest and abilities, they have formed a nucleus for a staff. Positions such as sport editor, society editor, etc., are assigned for one week and the student tries out for that position to uncover any special ability or interest. The following week the staff rotates, each student assuming a new editorship; the sport editor becomes news editor, and the news editor becomes joke editor, etc. When the complete cycle has been made and each student has tried out for every staff position, the teacher is in a position to eliminate some combinations, and make definite choices with others, with some optional choices. Next, at least two complete staffs are formed to assume full responsibility for the paper, and they take turn about for a few weeks on a competitive basis, with perhaps a few minor changes and tryouts. This will take most of a semester. For the second semester, the staff is permanent and everyone is satisfied with the fairness of the appointments, and the staff functions to its full capacity. Each one has earned his position through proven merit in open competition. The following year with a new class, the procedure is again followed but with one variation. As many of the preceding staff as are available, retain their positions at the start for a few issues, until the new class is ready for their tryouts. The old staff then acts as sponsor, each in his own department, helps the budding editor, and in an emergency, "carries on".

A list of experienced members of staffs may be given to the journalism class or the school at large, for election of editor-in-chief, with the proviso that he may be removed if not worthy of the honor, and a substitute appointed by the teacher.

B. Mechanical Staff.

In regard to the mechanical or printing side of school publications, it is only fair to give equal credit and recognition for equal responsibility and performance. If one boy in the print shop does most of the press work or linotyping, or has the responsibility of proofreading, or setting the ads, etc., he should in due equity, have his name in the publication as part of the staff along with the other editors. After all, the function of the paper, is to give experience to as many as possible, to hold the school together by a common project, to develop "tone" in the school. It is too

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often overlooked that the paper belongs to the school, not to any one department or teacher, English or otherwise.

It is not a question of the editorial staff hiring the printing class to print their paper, as they would printers, if a commercial shop did the work. It is a matter of co-operation, presupposing two parties to the effort. The printing class cannot quit if they become dissatisfied, without forfeiting their back pay in the form of credit for the printing course. Neither can the English department secure the services of a new printing class if the present one dies from lack of enrollment due to undue exploitation. After all, there is very little educational value to the printing class in printing a school paper. It is much the same as if the auto class spent the entire year greasing the school busses, with no time out for lecture work on carburetion or timing. It is only fair therefore, to list a mechanical staff and give credit for the linotyping, press work, etc. Being technical positions, they cannot be elective, but are entirely appointive by the printing instructor on the basis of experience and merit. They are revocable at any time.

C. Business Staff.

Whenever the school publications are to be sold, it requires a seller. Since this is a specialty, we look to the commercial classes. If it is advisable to have paid advertisements, they must be sold and the money collected. Where funds are handled, books must be kept. Again the commercial class is called upon. Another very important service this department may render is that of typing the copy before it goes to the printer, which very materially cuts down mistakes and speeds up the work, as well as securing a lower cost if the printing is to be done by a commercial printer, since his price is estimated on time consumed. So again we have a department, whose students through co-operation have earned the right to staff recognition as business manager, circulation manager, etc. This recognition is usually cheerfully given. Needless to say, the commercial teacher should appoint to these positions, and not leave them open to election.

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BOYS AND BOOKS.

By ROBERT S. ELLWOOD

Literary societies are *passee*. Various types of English clubs have taken their place. English clubs are more democratic, more definite in their aims, and more practical in the specific kinds of training they strive to give. Literary societies used to stress form, social life, and tradition. Their aims were too broad for accomplishment and in many cases not in harmony with the ideals of modern education.

The work of English clubs grows naturally from the English classroom. The general purpose of the clubs may be stated as being that of striving to give, in an informal manner, an appreciation of literature, and an ability to speak and write clearly and effectively. This purpose is broader than any single club generally attempts to achieve. Book clubs strive for literary understanding and appreciation; writing and journalism clubs for clear and effective writing; and speech, debate, and dramatic clubs for correctness and effectiveness in speech.

One of the greatest problems in English teaching is that of interesting boys in the work. This is probably in part due to three main causes: (1) The overwhelming number of women English teachers in proportion to men tends to cause boys to feel that it is a feminine field. (2) Due to the requirement that all high school pupils must take at least three and often four years of English, there is little effort on the part of many English teachers to "sell" the subject to the pupils by pointing out its cultural, practical, and vocational values and by making the work gripping. Teachers who teach elective subjects naturally make a greater effort to attract students to their courses. (3) English, as it is generally taught, is an inactive subject with little chance for movement. Boys enjoy action, hence shop and laboratory courses appeal to them more.

In an attempt to develop among boys a greater interest in English, a boys' book club, the Adventurers' Club, was organized in the J. Sterling Morton High School. The primary purpose of a book club, that of developing an understanding and enjoyment of literature, can be achieved by making them familiar with books and authors and tying up the world of reading with life.

The Adventurers' Club seeks to discover adventure through reading books and studying the lives of authors. The boys

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Bulk Confetti, bright and clean, 5-lb. package.....	1.00
Ribbon Confetti, 100 rolls or 5 packages.....	.35

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Light Canes, per dozen.....	.30
Crepe Paper Hats, per dozen.....	.36
Miniature Hats, per dozen.....	.60
Invisible Photos for Fortune Booth, Per dozen.....	.24
Hallowe'en Fortune Wheels, each..	.20

GAMES

Rubber Horse Shoe Set, not return- able, per set.....	.98
Table Tennis Set, not returnable, Per set.....	.98
Throwing Darts, not returnable, for games of skill, each.....	.08
Wood Hoops, not returnable, for games of skill, each.....	.06

NOISE MAKERS

Horn Dusters, per dozen.....	\$0.48
Horns, 5-inch, per dozen.....	.18
Whistles, assorted, per dozen.....	.30
Snake Blowouts, per dozen.....	.36

PRIZES

Special Assortment, 50 items.....	3.00
Fish Pond Assortment, 100 items....	2.50
Combination Knife, each.....	.20
Safety Razor, each.....	.18
Pearl Necklace, each.....	.50
Rice Bead Necklace, per dozen.....	.24
Ladies' or Gent's Rings, each.....	.20
Men's Ingersol Watch.....	.98
Novelty Pencils, per dozen.....	.60

TICKETS, MISCELLANEOUS

Special Carnival Tickets, per 500..	.75
Roll Admission Tickets, roll of 1000	.50
Check Room Tickets, per roll of 250.	.40
Ticket Punch, each.....	.40
Assorted Paints, handy make-up box for amateurs, per box.....	1.00
Burnt Cork, per can.....	.50
Lip Sticks, each.....	.50
Eyebrow Pencil, each.....	.25
Cold Cream, per can.....	.60

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divide the general outline of the first year's work into four units: literature dealing (1) with the discovery of America (2) with pioneer days (3) with exploration and settling of the West and (4) with modern times. The second year's work contains two units: (1) adventure to be found in medieval romances and stories about knights and chivalry (2) stories of the Orient and tales of far-away lands.

In order to bring action into the work of the club, trips are taken to points of interest connected with the chosen books. While the boys were reading stories of early exploration, one meeting was held on the replica of the *Santa Maria* in Jackson Park, Chicago. The club was shown through the boat by the harbor master. The program consisted of stories about Columbus and other early explorers taken from books the boys had been reading and of the recitation of Joaquin Miller's *Columbus* by one of the boys as he stood in the forefront of the vessel. The setting and the stories aided the boys in recreating the thrill of discovery and adventure that the early explorers must have experienced, thus relating their reading to life.

Another trip was made to the rebuilt Fort Dearborn on the shores of Lake Michigan. This was in connection with the reading of stories and books about pioneers. *When Wilderness Was King* was relived again in its native setting.

Trips to printing houses, steel mills, and the like aided in making modern stories more real. All of these trips helped the boys to connect reading with real life, and gave an incentive to further reading.

Projects are being carried out that also tend to make reading more vivid. These consist of scrapbooks, making a covered wagon and other pioneer objects similar to those seen at Fort Dearborn, illustrating books read by means of posters or original drawings, and similar pieces of individual work. These projects are exhibited in the library on "open-house" night in the spring.

Progress in club work may often be stimulated by a system of degrees each of which represents accomplishments in harmony with the club program for that definite period of time. The Adventurers have three such degrees: Explorer, Pioneer, and Old-timer, with a corresponding pin for each degree.

The requirements for an Explorer are as follows:

1. The member must have attended two-thirds of the meetings for one semester.

2. Have served voluntarily on one program.

3. Have read two of the books on the list recommended by the club book committee. Oral reports or book reviews of these books are to be presented to the club and approved by the advisor.

The work for the degree of Pioneer, the next step above that of Explorer, is a little more exacting. The requirements are: one year of service beyond that of Explorer; appearance upon two programs, the reading of four books, and the completion of a project that will aid in the understanding of one of the books read. The project is to be presented to the club with an explanation of what it represents, and how it aids the understanding of the book.

The degree of Old-timer, the highest degree, requires an additional year of membership, the reading of at least four books, and voluntary appearance upon two programs in the year. For this degree the completion of one of three types of original work is required: (1) a book review that is demonstrative of keen literary appreciation (2) an original short story, essay, or poem that shows an understanding of the literature studied by the club during the year or (3) the completion of a piece of work initiated by the applicant and approved by the committee on degrees and the advisor. These degrees serve as a means of providing definite development in reading and at the same time stimulate friendly rivalry.

In addition to work within the club the Adventurers serve the school in co-operation with the Junior-Senior Book Club and the Girls' Library Club in sponsoring Book Week. During Book Week this past year the boys got out a daily mimeographed paper advertising the library exhibits and calling attention to the fun of traveling to foreign lands via the "book express".

A club of this nature that combines trips, work with projects, and play, with the suggestion of regular habits of reading should stimulate a liking for books that is lasting. Other values to be gained from club work, such as training in co-operation for group life, friendliness between students and teacher, learning to be of service to others, and the creating of wider contacts, will result. A club of this type should be particularly valuable as a means of developing interest in reading among

a group of boys who might ordinarily "shy away" from books.

Each community has near it points of interest suggestive of books boys find pleasure in reading. Most boys enjoy creative work in projects. Ambition to earn higher rewards, such as degrees, is almost instinctive. Other means of motivating interest in reading constantly suggest themselves as the work of the club develops.

THE SCHOOL NEWSPAPER—INVESTMENT OR LIABILITY?

By MYRA L. MCCOY

President of the National Association of Journalism Advisors.

Because a school newspaper is expensive, both in money and time, school executives sometimes question the advisability of starting one. Consider, however, the following advantages which the school newspaper, properly supervised, offers:

1. It gives publicity to the school—

By interpreting school and its activities to students, parents, and the community. What the parents read in the school paper carries more conviction than an article or address by principal, teacher, or superintendent, because the students who write for the paper have no reason for spreading propaganda.

2. It raises the morale of the school—

(a) By printing certain types of stories and features which promote higher standards of scholarship and arouse interest in worthy hobbies.

(b) By helping fix standards of conduct, scholarship, athletics in the school.

(c) By unifying the student body and faculty.

(d) By giving student life a voice.

3. It vitalizes composition—

(a) By offering students an opportunity to have their stories published if they have clear, concise, and vivid style.

(b) By encouraging self-criticism.

(c) By developing greater facility with words.

(d) By promoting originality of style.

(e) By increasing ability to analyze stories.

4. It develops good citizens—

(a) The very nature of newspaper work, the necessity of working daily in close association with a small group for the success of a common project, of gathering

news from a great number of teachers and students, and of soliciting advertising from business men develops a great number of desirable social qualities. Tact, self-confidence, intellectual curiosity, understanding of others, the ability to meet situations, all are developed to a decided degree.

(b) It encourages accuracy and careful weighing of facts.

(c) It teaches something of business methods.

5. It offers a medium of publication for the best creative work of the student body—

(a) The best poetry, book reviews, essays, short stories written in English classes or by students outside of school when published in the school paper, arouse interest in good writing.

6. It gives recognition to achievements of teachers and students inside and outside of school.

These services to the school and community explain the phenomenal growth of student publications in the last fifteen years. They also explain why schools refuse to give up their newspapers even during the depression.

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STUCK.

A One-Act Play

By EVANTHA CALDWELL

Characters:

Molly Renfro,
Ann Tarleton, two almost spinsters.
Kathleen Renfro, Molly's niece.
(Kathleen also plays ghost.)

SCENE.

A perfectly bare, empty room with doors right, left and center; closet door left center, window right center; fireplace.

Ann Tarleton enters (R).

She is a very emphatic, matter-of-fact person, plainly dressed. She wears a raincoat and rain hat which are wet. The door partly open, shows her standing a moment before she enters. She raps noisily, then enters and looks about cautiously. She goes to other door, listens intently, returns to door by which she entered.

Ann: Molly, Molly! It's all right. Bring the things on in. It's vacant. Vacant—vacant. Empty. Nobody lives here. Yes, vacant. Bring everything. I'll be building a fire. And—Molly! Better put up that other front curtain. It may rain from the other direction before morning. . . . What? . . . Well, it was your own fault. You were doing the driving when we got stuck. Well, who said I didn't get stuck? But I didn't pick a place ten miles from nowhere and nearly night. Yes, indeed, you must put up that other front curtain. Well, its time you were learning to do something, Molly. I've been the man all along on this wild goose chase of yours, and it's night, and I've got to build a fire. Huh? What? Well, if I don't build a fire now, I won't be able to find anything to build it with. Do you want to die of asthma? Well, Molly, you can put up the curtain as well as you could build a fire. You can't do anything but think up crazy jaunts like this. (More and more exasperated.) Get inside and put up that curtain, Molly. You have to stand out in the rain. (Listens a moment, looks disgusted and slams the door.)

Ann then removes her hat and shakes the water off of it, looks about for a place to hang it; holds it awkwardly as she removes coat; sees closet; opens closet door, goes inside, hangs up coat and hat, comes out, looks about, then goes out (L). She can be heard walking about, opening and

shutting doors, dropping wood, etc. She returns with armful of wood and kindling, kneels before fire, lays wood for fire, lights fire. Red tissue over electric bulbs will serve as fire.

Molly Enters.

She also wears raincoat and hat which are wet. She carries an armful of things in as awkward a bundle as possible, in which should be army blankets, tin plates, camp stools, a coffee pot, etc. She piles things down on floor, takes off hat and coat, shakes off water, looks about, sees closet; hangs hat and coat in closet beside Ann's. Meanwhile Ann has extracted the two camp stools from the pile on the floor and placed them before the fire. They have exchanged several hard glances but have not spoken. Molly comes from closet, sits down before the fire, stretches her feet toward it. She cranes her neck and looks uneasily about the room.

Molly: You know, I feel spooky in here. I feel downright spooky. (Shivers and glances toward door on left.) Say, Ann, don't you feel spooky?

Ann: Shut up. Where is the road map? I want to see where we are.

Molly (Waving toward the pile): In that collection somewhere!

Ann (Hunting among things): Where is the road map? You had it.

Molly: Oh, yes, I had it. I had everything. I had two army blankets, two camp stools, two pans, two plates, two— Say, Ann, you brought two of everything else, why didn't you bring two road maps?

Ann: You're excruciatingly funny, aren't you? Thank heaven for self control or I might die laughing. (Looks closely at Molly, sees map sticking out of her pocket, goes to her, pulls out map.) Here it is—in your pocket. Another rich joke, I presume.

Molly looks surprised, then suddenly becomes alert as a slight noise is heard off stage.

Molly: Ann, did you go all over this house?

Ann (Studying map): No, not all over it. Did we pass Crixton's bridge?

Molly: We surely did and you nearly ran into the water. Why didn't you go all over the house? You don't know what's in yonder. Why didn't you?

Ann (Still studying map): Aw—go over it yourself! (Comes to fire and sits down.)

Molly: Me! Me go over a vacant house at night. Great Heavens! I wouldn't go

A Practical Method of Keeping All Student Activities at Your FINGER-TIPS

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WICHITA, KANSAS

over this house. Why, you couldn't pay me to go over this house. If I heard anything I'd faint. If I saw anything, I'd die. Oo—oo. (*Shivers.*) Where are we, Ann. (*Pleadingly.*)

Ann (*Running her finger along the map*): Tucker's Hill—

Molly: We passed that while I was driving.

Ann: Ten miles on to Sydney Creek—I remember that place. Then five miles on (*Pauses, looks up at Molly with a startled expression, recovers herself*) to — to this — house.

Molly: What is it, Ann? Tell me. I can see there's something wrong. Let me see that map!

Molly comes over to Ann who makes an effort to hide the map but relinquishes it to keep it from being torn as Molly grasps it. Molly stares and hunts till Ann hesitatingly points to proper place. Molly reads, drops the map and stands horrified.

Molly: It says the haunted house! I told you this place was spooky. I felt it the instant I came in. I'm that way, Ann. Just the minute I come where anything like that is, I can feel it. All my family are that way. (*Now in hysterics.*)

Ann (*Disgusted*): Molly, will you kindly stop talking like a fool. Who asked you to put on a private theatrical here for my benefit?

Molly (*Starting for her coat*): I am not putting on any theatrical. I am frightened to death. I'm going to sleep in the car.

Ann (*Catching her arm*): Now, Molly, do try to act with sense for once. You know very well you don't think this house could be haunted. Don't you know that is only a crazy little old road map, put out for advertisement and meant to be funny. You don't believe in ghosts. You've told me so yourself. It's cozy and nice in here. Out in the car you'd be uncomfortable and wet. You'd take cold and die of asthma before morning and then who in Heaven's name would go to Miller's Crossing and stop the elopement of your niece?

Molly (*Whirling angrily*): Hiller's crossing—Hiller's—not Miller's. You saw Kathleen's letter and read with your own eyes that she was going to meet this man at Hiller's Crossing. Why do you get names wrong? You drive me distracted!

Ann (*Humbly*): Well, then, Hiller's Crossing or wherever it was she was going

to meet him. Anyway, Kathleen is not going to let any rain or getting stuck in the mud or ghosts or anything else stop her. If you sleep in the car, it's all up. Kathleen will meet this man whoever he is, and then Jim Kingsley, who has just inherited a fortune, will go and marry somebody else.

Molly (*Relenting, allows herself to be led back to fire where both sit down*): You're right, Ann, I know you're right but—

Ann: And just think when Kathleen hears that Jim Kingsley has inherited all this money and you no longer object to her marrying him, she'll let the other man go—whatever he is, and marry Jim as she had always wanted to do. And they'll live next door to us maybe—and—

A loud crash is heard off left.

Molly (*Springing up and clutching Ann*): What was that?

Ann: Something fell. You sit here and I'll go see.

Molly shivers and puts her hands over her face. Ann starts very bravely to center door, but hesitates before going out. She looks back at Molly who raises anguished eyes. Ann braces herself and goes out. While Molly waits, the room grows darker, queer noises are heard off stage which may or may not be Ann on her investigating tour. Molly gets more and more frightened. At last there is a distinct sound of footsteps at left door—not the one Ann went out—which so terrifies Molly that she screams. Ann rushes in from left frightened by Molly's scream. Ann is carrying an old lamp and it bobbles about as Ann rushes to Molly.

Ann: What is it—what is it? Did you see anything?

Molly (*Staring at Ann*): Was—was that you in there? (*Points left.*)

Ann (*Disgusted*): Yes, of course. Was that what you were screaming like a Comanche about?

Molly (*Recovering a bit*): I—I thought you were in there. (*Points to center door.*)

Ann: I was but I went all the way around. I went all over the house. It's really a nice place, Molly, and absolutely nothing here. It was the back door banging that we heard. I locked it tight. I found this old lamp in a closet upstairs.

Molly (*Wailing*): Oh, is there an upstairs?

Ann: Yes. What of it?

Molly: Oh, Ann, an upstairs is so spooky.

Ann (Comfortingly): This one isn't, Molly. Nice, big, airy room—and all empty. We could stay here for months and not be disturbed.

Another crash sounds off stage.

Molly (Clutching Ann): What was that?

Ann: Another door or shutter—or something. (*Looks about hesitatingly.*) But really it's no use to investigate. Trotting over this old house when we're both so tired and wet. And it really doesn't make any difference what it is. We'll just close this room up tight and sit here by the fire and dry our feet like sensible women—at least till it stops raining (*Glances about uneasily*) and then if you are still afraid Molly, we'll go. However, I think that's all we are going to hear—

Third terrific crash is heard off stage. Ann looks half frightened and wholly bewildered. Molly clutches her in terror, then begins wringing her hands in silence. After a little of this, she sits down by the fire meekly and begins to cry into her handkerchief. Ann watches her in distress, not knowing what to do.

Molly: Oh, I wish we hadn't come. It was all my fault, Ann, all my fault. Nothing would satisfy me but make this trip by automobile. Our blood is upon my head. I hope you'll forgive me, Ann. Oh, Ann, I do hope you will. It would be terrible to die thinking you couldn't forgive me. (*Sobs.*) Ann, Ann, If we're killed in this house, Kathleen will never know we died trying to save her from—

Ann: Stop that, Molly. I'll be crazy in about three minutes. When you begin to blubber—

Molly (Indignantly): I'm not blubbering!

Ann: Well, what are you doing?

Molly (Lifting distorted face): I'm we-e-ping! (*Loud sobs.*)

Ann: Oh, Molly, you drive me insane. Let's not both of us go crazy. Try to think of something cheerful. Let's talk about Kathleen—merry little Kathleen. Even to talk of such a wholesome, bright little person would drive ghosts away. Now, that's better (*as Molly looks interested*). Don't you remember how cute she looked when she first began to flirt with Jim Kingsley. She's been in love with him ever since she was sixteen. She'd have married him last summer if you hadn't said he was too poor. But now that's all over. He'll soon be worth a million dollars the papers say. And I can't believe Kathleen will act a very big

fool even if she did say she was eloping with the man of her choice.

Molly (Wiping her eyes): She's eighteen, Ann, and any girl of eighteen is a fool when it comes to a good looking man.

Ann: Yes, and from eighteen on. Why, you, yourself went perfectly daffy about the man with the circulating library last spring, and you're slightly over eighteen.

Molly (Bristling): And I'm not by myself. Eighteen is a dim memory for you, too, Miss, as well as twenty-eight and thirty. I—

Ann (Haughtily): That's enough. Just because in a moment of weakness I told you my age, you needn't throw it in my teeth.

They glare at one another. A low moaning sound is heard, continued for an appreciable length of time. Molly and Ann stare at one another petrified.

Molly (Pitifully): Ann, what was that?

Ann: I—I don't know. Do—do you think it was a cat?

Molly (Relieved): Maybe so. Cats do go funny sometimes. Did it sound like it was inside?

Ann: I couldn't tell. But you never can tell about cats. But it simply couldn't be anything supernatural. Let's try to be calm. When it stops raining, we'll go.

Low moaning sounds rises to a wail and sounds just outside center door.

Molly (Clutching Ann): There it is again, Ann. Sounds like it's right near by. Hear it?

Ann: Hear it? I'm not deaf. O course, I hear it. (*Shivers.*) Doesn't it sound queer? It sounds like it's on the porch, but we might rush by it. We could open the door very quick—

Ann moves toward door but Molly seizes her arm.

Molly: Oh, Heavens, don't open that door. Of all things don't open that door!

As they stand clinging to one another with eyes fixed on outside door (R), ghost steals across stage and enters closet, coming from door at L. Neither of them see it.

Ann: I think we'd better try it, Molly.

Molly: Shall we leave all these things and our coats?

Ann: Certainly not. The idea! Why, leave anything? You gather up that bundle and I'll get our coats and hats out of the closet.

Molly attempts to collect the things into a bundle, but is so frightened she drops

them as fast as she gathers them up. Molly has her back to Ann. Ann starts to closet door but the door slowly opens and a ghostly arm is waved at her. Ann flies back to Molly, almost upsetting her by grabbing her in terror. The ghost withdraws into closet and closet door closes.

Molly (Whirling about frightened): What's the matter, Ann—what's the matter?

Ann (Choking): Nothing, Molly, nothing. I just wanted to help you get the things together. It seems h-hard for you to carry everything by yourself. I think we—we'd better leave our coats.

Molly: I hate to do that. Mine's practically new. And that hat I had on is Kathleen's. (Low moaning is heard again and Molly wilts completely.) Besides we can't go, no matter what we leave. We couldn't pass that thing on the porch and I wouldn't dare go round the other way. I wonder if I could see what it looks like.

She gets down on hands and knees and crawls to window and peers out while Ann stands with eyes glued on closet door. The door opens and two ghostly arms are waved at Ann. Ann flies to Molly and clings to her till ghost reenters closet and shuts door.

Molly (Down on knees peering out window): I don't see a thing, Ann, not a thing. It isn't on the porch. Now where do you suppose it is. It couldn't be in here with us. Ann (Swallowing hard): Listen to me, Molly. We've simply got to get out of this house. I'll explain later. Now, you do as I say. Molly, don't you make a move that I don't tell you to. Now, come on. Be still. We'll get this bundle right at the door, then open the door, grab the bundle and make a dash for the car.

Molly: But, Ann, the car's stuck.

Ann: It probably wouldn't leave the house. I never heard of a ghost leaving the house to chase anybody. Did—did you?

Molly: Oh, I can't remember. But we'll try it. We're as good as dead as it is. Wait—I'll get the coats—

Molly starts for closet; Ann grabs her and holds her.

Ann: No, no, leave them, leave them. (Struggles with Molly.) I'll buy you a new coat, Molly. I'll buy Kathleen a hat. (Molly breaks loose and reaches the closet door) Oh—oh, Molly, don't—

Molly opens the closet door. Wild shrieking on the part of Ann mingles with screams from Molly and more shrieks from

inside the closet. The shrieking from the closet gradually becomes laughter as Kathleen emerges from the closet wrapped in a sheet with only her head uncovered. She is staggering with mirth and tangled sheet.

Molly and Ann: Kathleen—Kathleen—Kathleen!

Kathleen: Yes, Kathleen. You certainly are a pair of brave ones to start out together. When I heard you talking of ghosts, I just couldn't help it. (Laughs.) Wasn't it thoughtful of the folks who used to live here to leave an old sheet in the linen closet upstairs? (Laughs long.)

Molly (Severely): But what are you doing here, Kathleen?

Kathleen (With exaggerated coyness): I'm on the way to meet the man of my choice. But my car got stuck down there about a mile and a half and I waded through the mud up here to spend the night—quietly. (Laughs.) You even took the old lamp I found in the cellar. Oh, Aunt Molly, what would you have done if you had known there was a cellar, too. (Laughs.) Now, in the morning when I go to meet—

Molly: But, Kathleen, you can't marry anybody but Jim Kingsley. I have made up my mind he is the man for you. I always did like the boy only he was so dreadfully poor. But now he's inherited a million dollars and feeling that it was my fault that you two had broken off—

Ann (Who has been trying to freeze Kathleen with stares): Oh, Molly, cut out this "all my fault" stuff. Stop apologizing for heaven's sake!

Kathleen: Aunt Molly, darling, that business about the million dollars was just newspaper mush. Jim Kingsley has inherited exactly thirty dollars. I saw the check from the executors. His uncle left him that much to keep him from breaking the will. That thirty dollars was what we were going to get married on.

Ann: Is Jim Kingsley the man you were going to meet at Miller's Crossing?

Molly: There she goes again! Hiller's Crossing, Ann. Hiller's—

Kathleen: Yes, Jim Kingsley is the man I was going to meet at Hiller's Crossing at nine o'clock but he sent word by the garage man that he was stuck twelve miles up yonder—and now it will take every bit of his thirty dollars to have us all three pulled out of the mud. And we'll have to get married on nothing as we wanted to do at first.

Stunts, and Entertainment Features

For Parties, Banquets, Assemblies, and Money-Making Entertainments.

Inaugurating the Student Officer.

By ETHEL E. HOLMES

In these days of rapid changes, it is wise to make an effort to develop worthwhile tradition. Around tribal ceremonies the earliest group life was built. We today gain new joy and appreciation with each repetition of any form that we recognize as lovely or feel is significant.

The inauguration ceremony that follows has been developed through the years by the pupils of Skinner Junior High School at Denver, Colorado. As new offices are created, new pledges are written. The student who is selected as the "Skinner Spirit" feels that she has achieved high distinction.

When the curtain opens, she stands in a robe of white on a dais in the center rear of the stage. The two major officers—head boy and head girl—stand on either side.

Other groups are formed in the wings and take places on the stage as needed. It is customary for the girls to wear white middie suits and the boys dark clothing. Each pupil wears a band on which his office is printed in heavy paper letters. School colors should be used if they lend themselves to easy visibility. The jade green and black of Skinner are ideal.

Originally, the Skinner Spirit guarded a huge candle from which each officer lit his candle. Since fire prevention laws have made the use of candles on the school stage impossible, flash lights are used. A decorative effect resembling a flower is developed in crepe paper and this encloses the body of the flash light.

The Spirit of Skinner Speaks:

I am the Spirit of Skinner. I owe my being to the spirits of love, of ambition, of loyalty, of helpfulness, of courage, of freedom, and of confidence.

The love of children surrounds me, supports me, exalts me. Long before a material edifice housed me, I lived in the hearts of children. Long after the walls have crumbled by decay, I shall live on in the lives of those who became a part of me and in whom I have a part. Young men and maids shall own me friendly.

Men and matrons shall claim me wise.
Aged men and women shall call me blessed.
The spirit of love is mine.

Ambition upholds me and urges me ever on—ambition born in the hearts of parents for their children. The high glory-star which shines over every cradle is magnified for me a thousand fold and lights my way through the mists of the future. The spirit of ambition is mine.

Loyalty is known to me. From seven schools I draw supporting strength. I warm myself in the friendly glow. I rest myself in the kindly shade. For this is loyalty itself—to give and ask no return. The spirit of loyalty is mine.

Helpfulness reaches forth from that school upon which the North Star ever shines. Even as an elder brother protects the younger from harm, guides his steps aright, and inspires him to great deeds, so does the spirit of North help me. The spirit of helpfulness is mine.

Courage that was born of the daring redskins who lived upon this spot in years gone by is mine. Undaunted by discomfort, undismayed by disaster, unconquered by destruction itself was the Indian. From his life, from his land, from this very hill-top which might so well have been his vantage ground, I gain the spirit of courage.

Freedom to do, freedom to dare, is mine, for the sturdy pioneer who followed fast upon the departing redskin sought and found that freedom which is truly of the West. Freedom of thought and freedom of action subject only to due regard for the ultimate freedom of all—such is my Spirit of Freedom.

Confidence gave me birth. Confidence that around this spot would center countless homes—homes of trusting parents, wistful children, eager teachers. A dream—nay, a vision was his who saw on the rising prairie this—the Skinner School.

Approach, my children and I will light your fire from mine—a fire which shall live on eternal in thy hearts. (*Head Boy and Girl approach the light. They stand on either side of the spirit as they speak.*)

From thee we draw,
By thee we live.
Teach us, O Skinner Spirit,
Both to receive and give.

(Presidents of Traffic, Safety, Grounds, and Lunch Room, Councils and presidents of the Monitors and Ushers form a unit well forward to the left of the stage. They approach singly to light their candles after their speech.)

GROUP I.

Traffic—

Order is a law of Heaven itself, 'tis said.
So we build for order, and by thee are led.

Safety—

Even as we are guarded
By thy strength and power,
We, too, would guard others,
Making safe each hour.

Grounds—

Loveliness should be housed in loveliness too;
Thus, O gracious Spirit, we try to build for you.

Lunch Room—

We, too, strive for order, and
For dignity and peace;
For within thy pleasant domain,
All discord should cease.

Monitors—

Faithfulness to duty—
This is highest aim.
With glory or without it,
We'll be faithful just the same.

Ushers.

Because your gracious spirit
Shows the way to me,
I accept my task that I may show
How I honor thee.

(The next group enters from the right.

Presidents of the Boys' Senior Corps, the Girls' Senior League, the Girls' Welfare Association, together with the captain of the color guard, the editor of the school paper and the president of the newspaper Council form this group.)

GROUP II.

Senior Corps—

Real manhood is the height to which I aspire.
From thy great source of light, I light my fire.

Senior League—

A woman—helpful, true, sincere,
And fair, I long to be.
That I may grow like thee, I ask
In all humility.

Welfare.

Here within thy pleasant walls
Not a grief should live,
That this may be true, O Skinner,
Our help we gladly give.

Color Guard

He who lives for self alone liveth not at all,
So we learn from thee to answer patriots' call.

Editor—

Humility, and eagerness,
And pride, my spirit fill,
That from out thy children
I'm chosen to voice thy will.

President of the Newspaper Council—

A true Skinner citizen am I.
I celebrate thy worth
On every page. Thy praise I sing
To all the listening earth.

(The next group enters from the left. These officers are the presidents of the Senior Girls' Athletic Association, the Boys' Athletic Round Table, and the Librarian.)

GROUP III.

Senior Girls' Athletic Association—

Not by strength and skill alone
Would our band serve thee,
But by clear thought and friendly word,
Grace and sincerity.

Boys' Athletic Round Table—

Like the knights of old,
In Arthur's Table Round,
We searched for truth and beauty;
And here with thee they're found.

Librarian.

Our little lamp of learning draws
From thee its fire.
To teach like thee, O Skinner, is
Truly our desire.

(This group comes from the right also. The presidents of the councils, formed by the officers of the home rooms form this group.)

GROUP IV.

President—

Oh, worthy mother, this one thing
I ask—
Make me worthy of my daily task.

Vice-President—

Obedience to law is law of thine;
Thus we approach the infinite design.

Secretary—

'Tis only as we serve we grow,
we're told;
And loving service ranks above
pure gold.

Treasurer—

Ours is the joy of service freely spent.
If in this we please thee, then we are content.

(The four officers of the six classes enter, but only the president speaks. The 9A group enter from the left.)

GROUP V.

9A President—

Oldest of all the classes,
I would embody thee,
So that all the world might read
True Skinner life in me.

Officers of 9B class (Right)

GROUP VI.

9B President—

Even as my older brother
I thy hope seek to fulfill;
And I daily try to set aside
My own thought for thy will.

Officers of 8A class (Left)

GROUP VII.

8A President—

Ideals of truth, and honor,
Of beauty, work, and play—
We've found all these, Oh, Skinner,
And they're growing day by day.

Officers of 8B class (Right)

GROUP VIII.

8B President—

With hand outstretched to those above
For the help that is given in generous love,

And to those below us an outstretched hand

To pass on that help, the 8B's stand.

Officers of 7A class (Left)

GROUP IX.

7A President—

Even as we learn the meaning of
"Helpfulness" from thee,
So we hope to prove to others that
We can helpful be.

Officers of 7B class (Right)

GROUP X.

7B President—

Youngest of thy children!
May our race be run
So that in the future
Thou canst say, "Well done".

Skinner Spirit Speaks:

I am content. In thy voices I hear promise—the promise born of ideals—the promise which blends the material with the spiritual—the earth life with the heavenly. I am content.

(A double quartet sings "Fair Skinner" standing in center front. After they leave the stage the Spirit of Skinner leads the Student Council in a procession from the

stage and out through the main aisle center left of the auditorium. Candles are kept lighted during the procession. "Fair Skinner" might be sung or hummed softly by the double quartet as the procession passes.)

FAIR SKINNER.

(Air: Believe Me If All Those Endearing Young Charms)

Fair Skinner, we pledge thee these years of our youth,

And we pray that each day we may learn
Thy lessons of Hope, and of Right, and of Truth,

That our candle may faithfully burn.

That the years speeding by with their joys and their fears

Will bring to us strength, true and sure

In the sunshine, the shadow, the laughter and tears,

May our love and ideals long endure.

Seniors Initiate the Freshmen!

By LENA MARTIN SMITH

The initiation of freshmen by the seniors reminds one of the childhood game, "Old Witch". How we loved the thrill that came with the "lickin'" in the game! The more pretense of anger that "Mother" could assume, the funnier the game.

In my experience, I have noticed that the freshman is really interested and eager for the notice and pleasant excitement he gets out of a senior initiation, provided, of course, that the seniors do not haze.

As a teacher, sponsoring such events, I have helped to work out two initiations that were wholesome and successful. One was called "Shades of the Seniors" and was in the form of an assembly program. The other was a party, known as "The Freshman Clinic". Each of these was accompanied by the customary "Rules for the Week" and the "Green Insignia". The rules remain much the same from year to year, but the seniors tried to vary the badge of honor, making the type peculiar to their class. This added surprise and interest.

For instance, the green cap, made of cambric and barely large enough to perch on the head; or, the green cap made of green crepe paper and shaped like a Legion cap; or, the green vest, fastened with a huge horse blanket safety pin; or, the green arm band made of crepe paper on which was pasted a letter F; or, a green sash, fringed at the end and tied around the waist; or a green banner of cambric

worn from shoulder to side. One class was especially original and made green garter anklets for the honored freshman class. The custom developed of making this trophy of such a nature that it would cost but little and be small enough to be kept in a memory book later.

"Shades of the Seniors" was an assembly program in the form of a seance. The auditorium room was darkened, the stage lights blue and green, the music, minor and weird. "Webster's Funeral March" was one of the sources of minor effects.

A placard on the stage curtain read, "Professor Susquinniske, Famous Mystic". "Madame" should be used if the mystic be a girl. The freshman class, previously invited, sat in the front rows of the audience. When the curtain raised, the mystic sat behind a table, on which were a bell and a crystal ball. A minor chord was sounded, then three rings on a bell in the wings. The mystic spoke.

Mystic: I hear your call; who are you?

Voice (from the wings): We are the shades of the seniors who have left the life of _____ high school. We would speak to the freshman class. Bring them to us.

Mystic (tapping the bell three taps. A strange character enters): Slave, go to the halls of _____ high school and summon the freshman class to a seance here. The shades of former seniors are calling to give them important messages.

Slave (falls to the floor in a great bow): I go, your Majesty! (Rise and exit.)

(The freshman class was too numerous to sit as a body on our stage, so representatives were chosen and led to the stage, where they were seated at one side in a semi-circle, leaving the other side for the mystic and the shades. Weird music was played during all actions when there was no speaking.)

Mystic (Rises and stretches arms upward toward the wings. Speaks in intense whisper): Shades of seniors, we are waiting for you. (Minor chord.) Shades of seniors, we are ready for you.

Voice (Slow and ghost-like): We . . . are . . . coming. (Enter a senior in dark clothes with his head and face covered with a square yard of black cheese cloth, hanging to his shoulders, but through which he could see. Is in stocking feet and moves slowly.)

Mystic (To the freshmen): Bow your heads! (They obey.)

Voice (The Shade raising an arm, pointing at the freshmen as he spoke: Freshmen of _____ high school, the deep desire of the seniors of your school to warn you of some of the awful pitfalls of school life, has awakened our spirits. We left our bodies working in the various parts of the world and have come here to speak to you and tell some of the weird and wonderful experiences we have had, that you might be warned and escape. I am of the class of 1928. One day in my freshman year, I came to school chewing two sticks of gum. The sweet had not left it when the bell rang. I felt that I could not part with that gum. I tucked it into my cheek and went to English class. Imagine my predicament when I was called upon to read and explain a Shakespeare quotation. I arose and in my nervousness and while trying to think, my jaws began to work automatically. A titter went around the room. Miss (Jones) called my name and said sternly, "The waste basket is here by my desk". I deposited the gum in the basket, but the torture of the moment was too much. The blood rushed to my face, and the crimson color of shame rested on my brow. I warn you, Freshmen, if you would enjoy your high school life, leave your gum parked outside the building. I . . . have . . . done . . . my . . . duty.

(Weird music as he departs, slowly.)

(Shade Two enters.)

Voice: Freshmen, I come to tell you a message from the class of '29, and of the suffering I endured from a sad experience. Perhaps it may help you to avoid a similar one. . . .

He tells of copying a theme and being punished by staying many evenings in study hall. Another Shade told of carving his name on a seat and being thereafter nicknamed "The Fool" whose name was always seen in public places.

Some local school instances of actual happenings were told, especially those of "general trouble conditions" like tardiness.

At the close, the present president of the seniors arose and read a legal document in which the class placed the freshmen on one week probation to determine the caliber of their school strength, and to see if they could survive the conditions of the New Order. The following rules were read:

1. Green badges or favors must be worn conspicuously during sunlight hours for

one week, that all may recognize these new and untried neophytes.

2. Each freshman should refrain from speaking to any senior until first spoken to. This means self-control and an appreciation of the accomplishments of others.

3. No gum chewing on the school campus at any time. It ruins too many shoes.

b. No dating with friends of the opposite sex. Not more than three of the same sex should congregate at any one place, in halls or on walks especially.

5. No pocket knives may be carried to school this week.

6. No rubber flippers or paper-wad habits of childhood will be tolerated.

7. No being seen on the Main street after 9:00 p. m., on any night other than Sunday and then only on the way home from church or in company of parents.

8. Always address instructors with great deference. Learn to polish apples early if you expect a grade higher than you deserve, but above all do not allow an instructor to suspect that you are paying heavy compliments for a purpose.

Of course the class was warned that court would be held for the trial of offenders.

"The Freshman Clinic" was in the form of a party. The seniors issued invitations to each freshman inviting him to attend the clinic, free of charge. He would be examined in every important phase of his high school health. The following outline gives an idea of the program.

Reception Room: Where freshmen were received and recorded. A nurse took the name and later called it for the specialist's interview.

Specialists: Heart: The patient was required to run fifty steps in place. A huge stethoscope was used. His was a "weak heart".

Liver: Placed on a table and punched delicately. His liver was found to be "white".

Ear: The specialist pronounced his ear "dirty".

Eye: The patient was found to be "wild-eyed".

Spine: An osteopath found a "yellow streak".

These ailments were pronounced in a whisper, so that each patient was surprised.

Treatment: The invalids were then taken to the gymnasium for a series of "Health Exercises". These contests were

games of many descriptions. Seniors competed with freshmen. After the exercise, each freshman was banded with his green insignia, and invited to a "cold lunch". Seniors were partners of freshmen here. When the group was seated at a long table, the lights were turned out and the hostess informed her guests that the new method of serving was under the table. The food would be passed from hand to hand. From her collection she passed things that would startle, when felt; a bunch of cockle-burs, a ball of combings, a kid glove filled with wet salt, a piece of raw liver, a ball of light cotton, followed by a flat-iron, a piece of ice for dessert.

After this "hilarious cold lunch", the group was led to where real refreshments were served; green ice cream, devil's food cake with green icing.

Both the assembly program and the party had the element of wholesome fun and mutual appreciation between the classes. It was the desire of the seniors to notice, thrill, and welcome the freshmen.

A little boy was spanked one day on the school grounds by the superintendent. He rushed home at noon with the information that he was acquainted with the superintendent, now. In some such manner, freshmen like to feel acquainted with the mighty seniors!

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THE FOOT RULE RELAY.

Divide the group into teams. Give the captain of each team a foot rule. Be sure the rules are exactly alike. The captain stands at the head of the line and holding one end of the rule in each hand, steps, one foot at a time, between his arms and over the ruler. If he does this without falling, the ruler is passed on to the next person in line and the race continues.

FILLING THE APPLE PAIL.

Choose teams and at a given signal, one contestant from each group runs to a chair that has been previously arranged, sits down and picks up, one at a time with his feet, six apples and places them in a pail. If the apples are not convenient, balls, ears of corn or other objects may be used. When he has completed the performance, he rises, empties the pail of corn so that it is in position for the second contestant, goes back and touches the second man in his line and the race continues.

HATS OFF.

In this game choose two people and place on their heads hats exactly alike. They may be men's felt hats or straw hats. The game requires a good referee. See that the contestants do not get rough. The object of the game is to see which contestant can tip off the other's hat. The rules of the contest may bar touching the opponent if the contestants seem to show a tendency toward roughness.

POCKET BALL.

Get a number of baseballs or rubber balls from one to three inches in diameter, preferably of the same kind. Describe a circle on the ground 4 feet in diameter. In the exact center, dig a hole six inches in diameter and if the ground is rather soft, bury a can so that the top edge is flush with the ground, then fill the earth in around it again.

Outside of this circle describe another circle twenty feet in diameter. This leaves a distance of eight feet from the outer ring to the edge of the inner ring. All contestants must stand or kneel back of this large ring when competing.

To play the game, two or more contestants will be required. The object is, of course, to roll, toss or otherwise place as many balls in the pocket as possible. The ball should be rolled lightly, so that should it miss the hole it will not roll out of the ring. For every ball that stops outside of the inner ring, one point is deducted from the score. For every ball that comes to rest within the ring add one point. Every ball that lands in the pocket adds five points to your score.

After one contestant has rolled three balls, the next player takes his turn. The person first making 100 points wins.

KANGAROO RELAY.

Two or more lines are formed with an equal number of players. The first puts a pillow or basketball between his knees and jumps to a given point and back again kangaroo like, then hands it to the next in line. Every player takes his turn. Of course, the line finishing first wins.

I'LL DO AS YOU SAY.

The members of the party are numbered consecutively as soon as all have assembled. A ball of yarn tightly rolled holds as many slips on which stunts have been written as there are members. As the leader or hostess unrolls the ball the slip is taken out and the number called. The one holding the number called answers: "I will do as you say", and at once begins his stunt. This continues until all have been called. Suggested stunts: dance a jig; eat a cracker off the table keeping hands behind you, jump upon a chair and crow like a rooster; walk all around the circle with one leg stiff; crawl through a hoop.

POOR MAN'S GOLF.

This game is played like croquet with newspapers rolled for sticks, and potatoes for golf balls. Caddies carry sofa pillows or sacks on their backs. The course includes chairs, steps or what not, just to make playing difficult. This is amusing and the one who makes the course with the fewest shots wins.

TRAVELER'S RACE.

Two suitcases are filled with wearing apparel of days gone by: hat, coat, gloves,

overshoes and dress for the lady; trousers, hat, vest, boots and necktie for the man. Tell them they have six minutes to catch a train for Poverty Knob and in that time they must dress, close the suit case and rush for the station. Give the winner a bus ticket, time table and a small candy-filled suitcase.

The Menu Race.

By HAROLD WILlich

This is a stunt race calling for the use of two or more strings stretched tightly across the room or stage. On these strings fasten other strings that hang down in front of the faces of the contestants. The main cords must be fastened about two and one-half or three feet apart to give plenty of room. From the short branch strings suspend a doughnut, pickle, marshmallow, cookie and a piece of candy. Other edibles may be used but all lines should present the same series of items.

Tie the contestants' hands behind them and start them off together. Anyone who drops any part of the lunch thus served him is disqualified. Give the winner a prize. If there are more contestants than lines of eats, preliminary or elimination races must be run.

Before arranging for this race all the items offered for the contestants to eat should be threaded and ready to hang. Get plenty of help and have the assistants instructed so as to eliminate delay.

SCHOOL AND HOME

A Magazine published November,
January, March, May

by the

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SCHOOL ACTIVITIES

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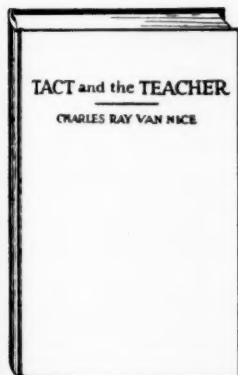
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available at the regular single copy rate, 20c;
whole volumes, September to May at \$1.25.

The Museum of Art.

Give each person a folder with 34 pictures listed in it. In the space opposite the name of the picture, he must write a description of the article he thinks corresponds to the name of the picture. The articles are spread out on a long table. Do not permit the guests to discuss the names, nor the objects. Give a prize for the one most nearly correct.

1. *Bust of a Boy.* (Little boy's trousers, badly snagged.)
2. *An Ancient Instrument of Punishment.* (A well-worn mother's slipper.)
3. *An Irish Bat.* (Brick.)
4. *Bonaparte.* (Two bones.)
5. *A Fool's Paradise.* (Pair of dice.)
6. *A Lobster.* (Small Mirror.)
7. *Necktie from Mexico.* (Rope noose.)
8. *A Diamond Tray.* (The three of diamonds.)
9. *A Diamond Pin.* (Dime and pin.)
10. *A Swimming Match.* (Match floating on a glass of water.)
11. *A Study in Black and White.* (Piece of coal and piece of chalk.)
12. *A Good Pair of Slippers.* (Two banana skins.)
13. *General Cobb and his Colonels.* (Ear of corn.)
14. *An Elevator for Kitchen Use.* (Yeast cake.)

15. *The Rose of Castile.* (Pink Castile soap.)
16. *The Peacemakers.* (Scissors.)
17. *Maid of Orleans.* (Molasses candy kisses.)
18. *A Drive Through the Wood.* (A board with a nail driven part way in.)
19. *The Downfall of China.* (A broken dish.)
20. *The Beau and the Belle.* (Small bell with bow or ribbon tied on it.)
21. *Spring is Here.* (A door spring.)
22. *The Lamplighter.* (A match.)
23. *Wayworn Travelers.* (A pair of old shoes.)
24. *The Witching Hour of Midnight.* (Paper with drawing: ———)
25. *The Horse Fair.* (Oats, corn, hay.)
26. *The Tie that Binds.* (Necktie.)
27. *A Study of Greece.* (Chunk of Bacon.)
28. *The Lost Chord.* (Piece of string.)
29. *The Tutor.* (A horn)
30. *The Messenger.* (A penny, i.e. one cent "sent")
31. *A Fountain of Tears.* (An onion.)
32. *A Knight of the Bath.* (Saturday—cut from S. E. Post cover.)
33. *Ready for a Pressing Engagement.* (An electric or flat iron.)
34. *Portrait of a Great Commentator.* (A large common (po) tater.)



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- IT IS JUST WHAT TEACHERS WANT.** A state reading circle recently ordered two thousand copies. "So teachers may be happy," announces a metropolitan newspaper relative to this book. "I only wish it had been available before I began teaching," remarks a home economics teacher.
- IT MEETS A UNIVERSAL NEED.** School people know the importance of harmony and good will. A city superintendent says, "Every teacher should read this entire book." Letters from superintendents and principals reiterate, "I want all my teachers to read this book."

The School Activities Magazine

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TOPEKA, KANSAS

Book Shelf

For the convenience of our readers we offer this list of books of various publishers. We do not say that these are all the good extra curricular books, but we do say that all these extra curricular books are good. In time and with the help of our friends we hope to add other worthy numbers to this list.

EXTRA CURRICULAR ACTIVITIES (General)

A Handbook of Extra Curricular Activities, by Harold D. Meyer. This is one of the most popular among extra curricular books. It contains 416 pages and deals with every phase of the subject. Character building and student participation in school government are given parts in the book, as well as are the more specific matters such as the annual, athletic contests, social functions, special day programs, school dramatics, etc. Price, \$3.

All School Activities, by F. C. Borgeson. This book differs from most extra curricular books in the fact that it treats of activities for the elementary grades. It is a new book, one that meets a great demand, and one that is of immense value in its field. Elementary schools welcome this book. Price, \$1.

Extra-Classroom Activities, by R. H. Jordan, Professor of Education in Cornell University. This book differs from other books in its field in the fact that it presents a unified plan for extra curricular activities through both elementary grades and high school. It contains 312 pages of sound theory and practical ideas presented in an interesting way. Price, \$2.50.

Extracurricular Activities, by Harry C. McKown. This is a standard book in the field of extra curricular activities. It treats the subject both generally and specifically. One who has access to this book will have opportunity for complete knowledge of what extra curricular activities mean and of how one should proceed to get the values they offer. Price, \$3.

Extra Curricular Activities in Junior and Senior High Schools, by J. Roemer and C. F. Allen. This book is one that has extended its scope to cover both junior and senior high school interests. It contains 333 pages. The authors have made it a practical handbook and a readable discourse on extra curricular matters. Price, \$2.

Group Interest Activities, by F. C. Borgeson. This book is a companion book to *All School Activities* and takes up in a more specific way where that book leaves off. The two give a complete treatment of all elementary school activities. This volume should be in every elementary school. Price, \$1.

Extra-Curricular Activities in Secondary Schools, by Elbert K. Fretwell. The author of this book is recognized as the leader in the great extra-curricular movement. His work and leadership as Professor of Education in Teachers College, Columbia University, have made him the pre-eminent authority in the extra-curricular field. This book is his masterpiece. Price, \$2.75.

Point Systems and Awards, by Edgar G. Johnston. In this book the author gives types of point systems now in use and shows how such systems may be used to best advantage in guiding, stimulating, and limiting pupil participation in extra-curricular activities. He tells how to proceed in introducing a point system and how its administration should be carried on. Price, \$1.

THRIFT AND FINANCING STUDENT ACTIVITIES

Financing Extra Curricular Activities, by Harold D. Meyer and S. M. Eddleman. This book gives plans for raising money, methods of distributing finances, and systems of accounting for moneys. It gives forms for use in budgeting and accounting. It is a new book and one that gives definite and practical help in financing all branches of extra curricular activities. Price, \$1.

How to Plan and Carry Out a School Carnival, by C. R. Van Nice. This is a school carnival book written from the viewpoint of a school executive. It gives a general plan of organization for a school carnival and detailed instructions for carrying out that plan. It describes a number of advertising and money-making features. Throughout it treats the school carnival as both an educational project and a money-making enterprise. Price, 50c.

Thrift Through Education, by Carobel Murphy. Here we have the author's account of the highly successful experiment in thrift education as carried on in the Thomas A. Edison High School, Los Angeles. This book meets a very great need of high schools at the present time. It gives junior and senior high school teachers definite and workable ideas by which to develop thrift, business judgment, and habits of saving. Price, \$1.

THE ASSEMBLY

Assembly and Auditorium Activities, by Harry C. McKown. This is a new book by this well-known authority in extra curricular matters. It contains 462 pages and treats every phase of the problem of developing assembly and auditorium activities that are powerful forces toward the achievement of secondary school objectives. Its emphasis is upon practical material, and it offers programs and program material that are appropriate for all kinds and sizes of schools and all grades within these schools. Price, \$2.50.

Assembly Programs, by M. Channing Wagner. This is a new and popular handbook on assembly programs. It gives principles, aims, and objectives of the school assembly. It describes the various types of assembly and shows how they may be correlated with the curricular work of the school. The author gives suggested programs for a whole school year. Price, \$1.

HOME ROOMS

Home Rooms—Organization, Administration, and Activities, by Evan E. Evans and Malcolm Scott Hallman. This book gives both general and detailed treatment of the home room as it is now conceived by leading educators. The book is strictly new and a most up-to-date publication in home room organization, planning, and development. Price, \$1.

SCHOOL CLUBS

High School Clubs, by Blackburn. Here is a book that gives the essentials of school club organization and direction. While it is not intended to be an exhaustive treatment of the subject, it does give an abundance of practical help. For a club sponsor with limited training, this book should be among his first library references. Price, \$1.25.

School Clubs, by Harry C. McKown. This is a most complete treatment of the subject of school clubs. It suggests an exhaustive list of club projects and purposes. It gives instructions in the matter of club organization and management. It gives its readers a vision of club possibilities and a broad concept of the field. Price, \$2.50.

The School Club Program, by Harold D. Meyer. This is one of the newest books of this outstanding authority on extra-curricular activities. It offers a wealth of suggestions for club organization and administration and gives its readers the benefit of the latest developments in that field. It gives those who have the responsibility of directing school clubs definite and practical help. Price, \$1.

MUSIC ACTIVITIES

The Everybody Sing Book, edited by Kenneth S. Clark. A real American collection of songs for group singing in school, home and community. It includes a wealth of traditional favorites, hymns and carols, negro spirituals, close harmony numbers, old time popular songs, greetings, stunt songs, and gle club selections. It gives words and music for over 175 songs—all popular favorites. Price, 25c. Price per hundred, \$20.

The Golden Book of Favorite Songs. This is a popular and widely known song book. Its exceptional merit and low price make it suitable for schools of all kinds and for community singing. It contains a choice selection of popular songs for all ages and for every occasion. Price, 20c; per doz., \$1.80.

The Gray Book of Favorite Songs. This is a companion book to the *Golden Book of Favorite Songs* and it is gaining similar wide popularity. It is a collection of songs selected especially for assembly singing. It contains popular hymns, negro spirituals, songs of early days, sea songs, stunt songs, rounds, songs for special day, unison songs, and songs for male voices. Price, 20c; per doz., \$1.80.

ATHLETICS

Athletic Dances and Simple Clogs, by Marjorie Hillas and Marian Knighton. This is a book of simple athletic and clog dances for the modern boy and girl. These dances include something of the stunt quality, but with sufficient character for the dancer to acquire accuracy of movement, poise, control, and relaxation. It is illustrated with 42 photographic reproductions. Price, \$2.

88 Successful Play Activities, a compilation of play activities recommended by the Playground and Recreation Association of America. It includes competitive events with handicraft articles, old time games, shows, exhibits, athletic activities, art activities, music activities, dramatic activities, and miscellaneous special activities. It has 128 pages in paper binding. Price, 60c.

Handbook of Athletics for Coaches and Players, by Graham Bickley. This is a simple, readable, practical athletic handbook of a general nature. It is divided into four parts—baseball, track, basketball, and football. It gives sound and fundamental coaching instructions in each of these four major departments of school athletics. Price, \$1.80.

Intramural Athletics, by Elmer D. Mitchell. This book shows how a system of athletics that will include large numbers of a student body can be introduced and carried on. It is the highly satisfactory result of the author's years of investigation and experience. It makes possible in every school benefits of athletics to those students who need them most. Price, \$2.

Intramural Athletics and Play Days, by Edgar M. Draper and George M. Smith. This is a handbook of intramural athletic activities. It gives a clear, concise view of the field, also definite ideas on organizing and directing an intramural program of athletics. It extends its treatment of intramural games and play days to include the interests of girls as well as boys. Price, \$1.

Play Days for Girls and Women, by Margaret M. Duncan and Velda P. Cundiff. This book was written to meet the demand for material on programs for days when girls from several schools come together to play with rather than against one another. This book has more than met that demand. It has done much to stimulate the movement. It is complete, clearly written and well illustrated. Price, \$1.60.

Practical Football, by Guy S. Lowman. This treatise on football represents the wide and successful experience of its author. It is a textbook in football. It stresses the fundamentals of the game and the best methods of teaching them. Many athletic directors of colleges as well as high schools regard this book as one of the very best available in its field. Price, \$3.

Recreative Athletics, prepared by the Playground and Recreation Association of America. This book contains more than two hundred pages printed in small type. It gives literally hundreds of practical suggestions for programs of recreative athletics, games, and sports. A most excellent and complete book. Price, \$1.

Recreational Games and Programs, by John A. Martin. This is a compilation of over two hundred games selected by the National Recreation Association. Some of the games are old ones. Many of them are new. All of them are worthy of a place among the best. All directions are given concisely but in sufficient detail to make direction of the games easy. Price, 50c.

The Psychology of Coaching, by Coleman R. Griffith. This book is the product of a psychologist's excursions into the field of athletic competition. It points out in a convincing and interesting manner the fundamental principles underlying the behavior of people as it bears upon the work of coaching. Every coach of competitive athletic contests should have this book. Price, \$2.

SCHOOL DRAMATICS

Dramatics, by Pearle Leecompte. Here is a book that gives in a condensed and interesting way the methods and technique of leadership in dramatics in the secondary school. It is definite, concise, practical, and authoritative. This should be one of the first books to be made available to the director of dramatics. No book in the field offers a greater value. Price, \$1.

Runnin' the Show, by Richard B. Whorf and Roger Wheeler. This is a book of instructions for the amateur stage director. It solves problems of scenery, stage lighting, and miscellaneous stage light and sound effects. It gives sixty illustrations and tells in an interesting and understandable manner the many things an amateur stage director should know. Price, \$1.

Time to Make Up, by Richard B. Whorf. In this book the author, who is an art director and actor, gives a clear description of every phase of the art of make-up. He tells what materials are necessary and describes the methods of using them to obtain any desired effect. The author's clear, concise style of writing and his many pen and ink sketches make this book simple, interesting, and as well as accurate and complete. Price, \$1.25.

Producing Your Own Plays, by Mary M. Russell. A first-rate and complete manual of amateur dramatics designed for the use of social groups. Beginning with the functions of the director, it discusses all the needs and problems in putting on a play, giving full instructions for the selection of the cast, costumes, lighting, make-up, etc. Includes a list of the best amateur plays and where to get them. Price \$2.00.

SCHOOL PARTIES

400 Games for School, Home, and Playground, by Elizabeth Acker. This book is well known and a standby in most recreation circles. It gives more than four hundred games providing for every age, purpose, and occasion. It contains 320 pages and numerous illustrations. It describes every kind of game that schools could use. Price, \$1.50.

Games for Everybody, by May C. Hofmann. This book gives a lot of favorite games both new and old. It was intended for both children and grown-ups. Consequently it fits well into the recreational needs of secondary schools. It offers games for various purposes and to fit the seasons and special occasions. Contains over two hundred pages and some illustrations. Price, 75c.

Handy, by Lynn Rohrbough. This book has, in a very few years, become a standard manual of social recreation. It gives mixing games, active games, social games, mental games, dramatic stunts, social songs, and several chapters on recreation programs and leadership. It is published by the Church Recreation Service, but it is well suited to school use. Price of library edition, \$1.75; of the loose-leaf edition, \$2.50.

Handy II, by Lynn Rohrbough. This new Church Recreation Service book has promise of such wide popularity as its companion, *Handy*. The following section titles will give some idea of the contents of the book: Program Sources, Socializers, Games of Skill, Big Times in Small Places, Table Fun, Treasures from Abroad, Singing Games, Rhythmic Mixers, Quadrilles, Folk Songs. Price of loose-leaf edition, \$2.50.

Geister Games, by Edna Geister. Out of twelve years of experience with every kind of group, Edna Geister has selected those games which she found gave the most fun. A book for the hostess as well as for the recreational worker. This book should be in every school library—available to every person who has charge of games for school parties. Price \$1.50.

Ice Breakers and the Ice Breaker Himself, by Edna Geister. The first half of this book is given over to ideas for socials, while the second tells how to direct games—and, most important, how to help people enjoy playing them. This is a standard party book and one that may be regarded as a textbook on the subject. Price \$1.35.

The Fun Book, by Edna Geister. For the person who wants a book of seasonable games arranged by months, this is the book. It is one of the best books of its distinguished author. Beginning with January, the author supplies suitable seasonable material for fun and frolic throughout the entire year. Price \$1.25.

Getting Together, by Edna Geister and Mary Wood Hinman. A hundred and one original tricks, stunts and games—enough to keep the most diverse gathering imaginable constantly engrossed. Few other entertainment books give so wide a variety of material—all usable and new. This is an excellent book by two authorities in the field. Price \$1.35.

SCHOOL PUBLICATIONS

Student Publications, by Geo. C. Wells and Wayde H. McCalister. The teachers and students in charge of school publications will find this a practical handbook. It is definite yet broad in its scope. Chapters are given to the school newspaper, the student handbook, the yearbook, the student magazine, and other publications. Price, \$1.

PROGRAMS AND ENTERTAINMENTS

Crazy Stunts, by Harlan Tarbell. This is a book written to satisfy the persistent demand for all kind of comical stunts. Most of the twenty-six stunts described have been derived from the author's experience on the stage. Yet this is a book for amateurs and one that schools can make good use of in designing programs of a light and humorous nature. Price, \$1.

50 Successful Stunts, by Katherine Ferris Rohrbough. Here is a book of stunts such as recreation leaders always need and for which there is a great demand. The stunts described in this book may be depended upon to please any audience. They were made available to the author through her experience in connection with a national recreation service and its publications. Price, \$1.50.

High School Stunt Show and Carnival, by Willard B. Canopy. This book tells how to advertise the show, organize committees, plan the parade and booths, and manage the various side shows. Thirty-four stunts and nineteen side shows are described in detail. All are successful fun-makers, yet they are all easily planned and carried out. Price, \$1.

How to Put On an Amateur Circus, by Fred A. Hacker and Prescott W. Eames. This book tells how to organize an amateur circus, how to construct the "animals," and how to build and use the other necessary equipment. By detailed description accompanied by over sixty diagrams, working drawings, sketches, and photographs this book tells how to carry out a whole circus—animal and acrobatic acts, clown stunts, side shows, and parade. Price, \$1.75.

Stunt Night Tonight, by Catherine Atkinson Miller. Comic plays, pantomimes, human puppet-show, and all sorts of stunts in complete detail, as well as stunt suggestions, make up this volume. Based on the folk-lore of many nations, on ballad, romance, and history, these stunts are as colorful as they are amusing. Most of them can be presented after just one rehearsal. Price \$1.50.

Stunts of All Lands, by Catherine Atkinson Miller. The kind of dramatic stunts relished by the best of young men and women in camps, schools, church social groups—in fact, in all organizations in whose programs a Stunt Night will mean novel fun and new friendliness. Based on romance, history, everyday life, these comic plays, pantomimes and puppet-shows can be presented after one hilarious rehearsal. Price \$1.50.

MISCELLANEOUS

After-Dinner Gleanings, by John J. Ethell. This is a book of clever anecdotes, humorous stories, and short talks of a serious nature. It has a unique plan of organization by which appropriate stories may be brought into a talk or toast. It will furnish material for a clever speech—readymade, yet in a way original—for any person, any time, any place. Price, \$1.25.

Good Times for All Times, by Nina B. Lamkin. This is the most complete book of its kind ever compiled. It is in every sense an encyclopedia of entertainment. In it is described every sort of festival, ceremony, stunt, and entertainment. It contains 80 ceremonials, 14 tableaux, 20 festivals, 24 dances, 24 parties, 50 stunts, 64 stunt races, 120 games and contests, 25 charades and pantomimes, 80 short selected bibliographies and 18 carnivals, shows, and circuses. Price, \$2.50.

Poems Teachers Ask For, a compilation of poems selected by readers of "The Instructor" as best adapted for school use. All the poems are suitable for reading, reciting, memory work, character study, and similar purposes. The poems, 480 in all, are published in two volumes of 214 pages each. Price, Book I or Book II, \$1.

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"Dear Teacher," wrote an indignant mother, "you must not whack my Tommy. He is a delicate child and isn't used to it. At home we never hit him except in self-defense."
—*Survey.*

A wealthy society lady had just engaged a new maid and was instructing her. "At dinner, Mary," she said, "you must remember always to serve from the left and take the plates from the right. Is that clear?"

"Yes, ma'am," answered the girl condescendingly. "What's the matter, superstitious or something."—*Morning Telegraph.*

O'Leary—"Ow-w-, Oi think Oi've got appendicitis!"

O'Rourke—"Well, what are ye holdin' yer left side for. Yer appendix is on yer right side!"

O'Leary—"Oi know it, but Oi'm left-handed."

The man had just dropped from the eaves of a ten-story building and was pausing momentarily on the sidewalk, when Mr. O'Goofy, that soul of chivalry, rushed up and asked, with an owl's eye, "Tell me, my good fellow, are you hurt?"

Quick as a flash, the chap retorted, "I cannot tell a lie, sir. I am!"

"Ah," murmured Mr. O'Goofy with a touch of kindly mockery, "it serves you right, you eaves-dropper."—*Quoted carelessly from Joe Williams.*

Tramp: "Is dis all yer can gimme—a glass of cold water?"

Kind Lady: "Of course not. You can have as many glasses as you want."

"Do you know that your dog barks all night?"

"Yes, but don't worry. He sleeps all day."
—*Old Maid.*

Coach (to quarterback): "Get in there now and run that team! And say, don't forget to watch the bench for signals."
—*Juggler.*

Daughter—"But daddy, why do you object to my becoming engaged? Is it because of my youth?"

Father—"Yes, he's hopeless."

Prof.: "How do you play hookey from a corresponding school?"

Dorothy: "Oh! I send them an empty envelope."
—*The Courier.*

Goliath: "Why don't you stand up like a man and fight me?"

David: "Wait till I get a little bowlder."

"Where is that beautiful canary bird of yours that used to sing so clearly and sweetly?" asked Mrs. Weatherbee.

"I had to sell him," Mrs. Butlam said tearfully. "My son left the cage on the radio set and he learned static."

A woman who was living in a hotel at San Francisco hired a Chinese boy. She said, "What's your name?"

"Fu Yu Tsein Mei," said he.

"Your name is too long. I'll call you John."

"What's your name?" said he.

"Mrs. Elmer Edward MacDonald."

"Your name too long. I'll call you Charlie."

AN ODD SIGHT.

After Mark Twain had talked at a banquet and laughed at his own humor, a lawyer arose and said, "The funniest sight I have ever seen is a humorist laughing at his own stories." Mark Twain arose slowly and replied, "The oddest sight I have ever seen is a lawyer talking with his hands in his own pockets."
—*The Gleaner.*

Lawyer (helping pedestrian up): "Come with me, my man. You can get damages."

Pedestrian (groggy): "I got all the damages I want. Give me some repairs."

War does not determine who is right—only who is left.
—*Montreal Star.*